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Spectrum



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Local men volunteered to form the Iron Guard which served extensively in the Civil War. *By Robin Weidner*



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ON THE COVER:

The PP&L Nuclear Power Plant as seen from Route 11.

Photo by Michael Dubbs

Behind the Lines

If you can read and understand this column, you probably had a good education, and a desire to read.

About one-third of American adults are functionally illiterate. In this issue of *Spectrum*, an in-depth report on the nationwide problem of illiteracy focuses on how it affects our area, and what is being done in the schools to help move America higher than its current place as 49th of 156 countries in the literacy of its residents.

In another investigation, as domestic terrorism becomes an unsettling reality, we look behind the scenes at the Berwick nuclear power plant to find out what's being done to ensure that the plant can protect itself against terrorism from ground, air and the water.

Like nuclear plants, people also

need water to survive. But, don't get that refreshing drink from a roadside spring. We found that humans trying to get a fresh drink from roadside springs may become ill.

Two Millville women have helped break down the gender gap. In one story, we talk with a woman who flew every World War II aircraft, but was never allowed to be a part of the Army Air Corps. In another story, a teen trades body checks with anyone foolish enough to block her way at the hockey rink.

If you've made it this far in the article, you're literate. Why not help others become literate, and volunteer as a reading tutor at the Susquehanna Valley Adult Literacy Cooperative. To find out more about adults teaching adults, check out our special investigation.

—THE EDITORS

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Appetizers

Reflections – by Steve Kleinfelter

SWORDS, WATERPIPES, AND PIGS are his themes — but what does it all mean?

These are the concepts of Paul Chomiak, the owner of three online businesses, including Bloomsburg's Reflections. He is about to take his fourth business online.

Reflections, dealing mainly in Grateful Dead merchandise, was the first of Chomiak's businesses to have a site on the internet. His newest project is called Slinging Pig. The "pig" comes from "pigment" that is airbrushed into a design, Chomiak says.

Airbrushing is a painting technique that uses compressed air to

shoot a stream of color onto a surface. Slinging Pig deals in science-fiction and science-fantasy art.

Reflections was incorporated in 1989. But it wasn't until 1991 that he secured the location on East Main Street.

He then moved on line, where he could take orders from around the world while keeping the Bloomsburg shop.

Chomiak says about half of his orders come from other countries.

Chomiak next went on line with two other businesses, Circean, [www.realswords.com] and Subternum, [www.waterpipes.com].

"It takes about five or six months until people really catch

onto it [the internet site]," Chomiak says. "People will link you to their sites, and request that you set up a link to their page, and you have to be added to each search engine."

Reflections took about six months to become popular. "What really set it off was when Jerry Garcia passed away," Chomiak explains, "People went crazy trying to find things with a Grateful Dead logo on it, afraid that they wouldn't be able to [find such items]."

Realswords is just now picking up, Chomiak says. He gets about 600-700 hits a month, while Slinging Pig is preparing to go online. **S**

Mystery Guest – by Jake Baluta

IT WAS A MUGGY AUGUST NIGHT IN 1949 AT the Cool Nook Motel which was located on a desolate stretch of Route 11 just outside of Shickshinny. Chester Baluta was ready to call it a day when there was a loud rapping at the door.

As Baluta opened the door, the man standing there startled him. He was dressed in a top hat and coattails when the fashion of the day was coal-dust covered overalls and a hard day's work smeared over one's face. The man was drunk, and the stench of liquor was competing with the summer air. The gentleman requested a room for the evening for himself and his companion, an attractive woman slumbering in the front seat of the man's sleek black touring car, idling in the parking lot.

Baluta was a bit embarrassed at the prospect of showing the man one of his rooms. This man was certainly used to five-star hotels with extravagant furnishings. The Cool Nook provided one outside shower for all the guests to share, a feature included in the room fee.

When Baluta explained his reluctance, the man replied that neither he nor his companion were in any condition to continue their journey. They just

needed to sleep off their "ails" until the morning. The couple stayed in the only vacant room, a small cabin behind the motel.

The next day, after the couple left the Cool Nook, Baluta looked at his young son and remarked "That was one of the richest men in the world."

As the decades passed, the Cool Nook eventually closed and Chester Baluta, my grandfather, passed away. The family still talks about that notorious guest today. Among the hundreds of names signed in the old register books is the man's signature. His name? Howard Hughes. **S**

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Garlic, anyone? - by Caroline Glassic

SURE, YOU MAY HAVE TO suffer from bad breath, but the positive effects of garlic incredibly outweigh the bad.

Just ask Hippocrates or Aristotle. They were among the ancient Greeks who first used this herb as a diuretic to remedy ailments such as constipation. Egyptian doctors thought garlic was the ultimate cure-all.

Since then, hundreds of generations have reaped the benefits of this healing herb and found even more relieving effects.

"Garlic is a natural antibiotic," says Elisa Zimmerman, owner of As Nature Intended, a natural health food store in Bloomsburg. "It fights bacterial and viral infections such as flus, colds, fungus, vaginal infections and fever blisters. A lot of people take it to lower blood pressure, also."

In the 20th century, sophisticated experiments showed that suffi-

cient amounts of garlic relieved problems including stomach maladies, impotency, joint diseases, headaches, breathing problems and cardiovascular disorders.

Although there does appear to be a substance in garlic with some beneficial effects on the cardiovascular system, "overall changes in exercise and diet have an increased

effect," says Sharon Madalis, registered dietitian at Geisinger Medical Center, Danville.

This "wonder drug" among all herbs, as it is commonly referred to, has even been studied by the National Cancer Institute upon finding the potential to inhibit tumor cell formation.

Breath mint, anyone? **S**

Corpse.net

- by Steve Kleinfelter

WHAT WOULD YOU LIKE YOUR corpse to look like? On World Wide Web site, known as Corpses for Sale, anyone can order a life-sized corpse to suit their taste. This includes gender, skin color, degree of decay. The cost is about \$500 each.

"I don't usually ask people what they want them for, but I seem to get a lot of people that are into haunted houses and displays," explains Jaime Di Stefano, owner and president of Di


Stefano Productions. "I also get a lot of kids and teenagers."

This raises the question, is it legal to own a corpse. Di Stefano explains that, it's just a dummy. "Unless you're using it to obstruct justice, I can't see any problem," says Di Stefano.

Di Stefano's unique idea has attracted attention as one of the "hot spots" of the internet, one of the many interesting places to check out while "surfing the web." **S**

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WOMEN ON THE WINGS OF WAR

BY LENORE OLSEN AND ROBIN WEIDNER

AT AN AGE WHEN MOST OF her peers were just beginning to realize their dreams, Mary Eleanor Beckley Martin Sabota of Millville, was already living hers 10,000 feet above the earth in a B-26 bomber.

During World War II, most women were caring for children and counting the days when their husbands would return from war. Few women knew that being a pilot was a possibility. Women like Sabota did, they piloted every plane the military used, and their success released men for the war effort and advanced the future of women in aviation. Women were expected to control domestic affairs, but through the Women Airforce Service Pilots (WASP) they were trained for domestic flying.

WASP began as an experimental program in 1942 and trained women to fly military planes in the United States to allow more "man"-power for overseas combat. Although these women were successfully trained by the same military standards as male cadets, because there were no legal means to enlist or commission female personnel as military pilots, they were

part of the Civil Service.

Under the direction of Jacqueline Cochran, an aviation speed racer, WASPs were trained for all types of flight missions, except combat. WASPs were required to be between the ages of 21 and 35 and have a high school education.

Of the 25,000 women who applied to the program, 1,830 were accepted, and 1,074 completed the training. They flew 60 million miles of domestic flights during World War II to release men for combat. The program was considered experimental because no one knew if women were capable of flying "the military way."

Sabota entered the WASP program in 1943 and served until it was disbanded in 1944. "It was a very exciting time for all of us. We wanted to help the war effort, but even more we wanted to fly," says Sabota.

From the time Sabota was very young, she was surrounded by people who flew, including her father, cousin, brother and close family friends. After Sabota's father, Dr. Daniel William Beckley, finished medical school in Philadelphia, he returned with his family and settled in his hometown of Bloomsburg.

Beckley became close friends with Harry Magee, a wealthy entrepreneur who owned the local airport. There, Beckley learned how to fly, and later he was responsible for the first emergency air ambulance in the area.

"We spent every Sunday at the airport for as long as I can remember," says Sabota. "My father, Sam Bigony, or Harry Magee would take us up, and we had a great time."

In 1941, after obtaining a degree in special education from Bloomsburg State Teacher's College, Sabota was selected to be the only female in the Civilian Pilot Training Course that was offered at the Bloomsburg Airport. These courses were being offered at several locations across the country in order to fill the increasing demand for pilots for the war effort. Through this 19-week training program she received a Civilian Pilot's License in 1942.

Later that year, Sabota married John Martin of Berwick, also a pilot. Less than a month later, he was killed when his plane was shot down over Germany.

In 1943, Sabota received a telegram from WASP Director Cochran, informing her of her eligi-

Women Pilots

bility for the WASPs.

"I didn't know anything about it until I received the original telegram, but I didn't even have to think about it, I knew right away I was interested," recalls Sabota. "I needed something to do, and at that point in my life I needed it badly."

WASP training at Avenger Field in Sweetwater, Texas, was rigorous. For eight months, Sabota took courses in ground school half of the day and flew the other half. Ground school included mathematics, physics, maps and charts, navigation, principles of flight, engines and propellers, weather, Morse code, instrument flying, communications, physical training, and first aid.

Flight training included flying in a variety of military planes incorporating radar and navigational flying, night flying, a cross country flight in an open cockpit Fairchild, PT-19, or

PT-26, and a solo flight in an AT-6, according to Sabota. WASPs were trained to fill any position left by men.

"Our training was very much like the men's," says Sabota. "The only thing we were not taught was stunt flying because we were trained as substitutes for men in the States, not combat, but we were taught the military way of flying."

The women pilots were trained for blind flying and hooded take-offs where they only had the instruments to guide them. They learned to fly every plane that was used at the time including the biggest bombers such as the B-26, the B-17, and the B-24. They also flew the fastest fighter aircraft including the P-51 and the P-38. WASPs were trained to ferry aircraft, tow targets, and perform searchlight



Although the WASPs were not given much, they were given their own insignia, created personally by Walt Disney. Because the women had little to do when not flying, the 319th decided to create a newspaper. Desperate for a name, editor Byrd Howell Granger suggested *The Fifiella Gazette*. Granger's brother had a friend at Disney and she wrote him about having an insignia created for the paper. A few weeks later, a colorful vixen named Fifiella (or FiFi, as the women nicknamed her) came back in the mail. WASPs believed this little female "gremlin" was responsible for locking the cockpit hood, starting aircraft fires, switching fuel control signs so they read backwards, or unrolling blankets of fog over the runway. If, however, WASPs carried used postage stamps with them, they would surely be protected from any FiFi that was

up to no good. Introduced in the first issue of *The Fifiella Gazette*, Fifi was an immediate sensation. She caught on like wildfire, showing up all over. WASPs even wore FiFi patches on their army-issued flight jackets. When the time came to return the jackets, many women tore off the patches and still keep them today. When the WASPs were finally disbanded, several of the women got together and formed a group called the "Order of Fifiella." They send out monthly newsletters to all those who were part of the program . . . unless FiFi is feeling mischievous.

and tracking missions. They also learned methods of smoke laying, radio control flying, instrument instruction, engineering test-flying and administrative and utility flying, according to Cochran's final report on the WASP program.

The women struggled with a strict set of rules during their training, living with the constant threat of "washing out"—being dismissed from service. They had to keep up with the strenuous flight schedule which included check runs by both instructors and military personnel. "If a girl failed the test run with the military official, she was gone, usually within the hour," says Sabota. Male cadets in the same position were sent to other military duty, while WASPs were dismissed on the spot.

"It was hard, but since I was the only widow in the group my instructors decided they were going to get me through no matter what," says Sabota.

Housing was often a problem for WASPs. The military bases were

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Sabota (far left) and other WASPs spent half of the day in ground school learning navigational skills.

not equipped for both women and men. At Avenger Field, where only females trained, the women occupied barracks in the same way male cadets would. In Dodge City, Kansas, men and women shared the facilities. Sabota remembers a blanket hanging in the middle of

the barracks to separate the men from the women.

WASPs paid for their room and board, most of their uniforms, and transportation to and from Sweetwater. The male cadets were provided these items at no expense.

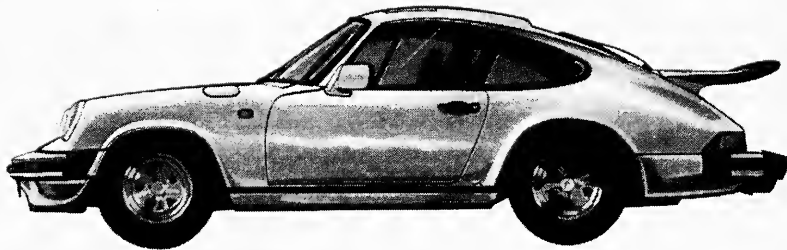
According to Cochran's report,

each woman spent an average of \$100 of her own money to be properly outfitted. Originally, there was no standard WASP dress uniform; rather, they wore tan pants and any blouse. When a standard WASP uniform was finally put into place, it was Santiago Blue, different from the men's khakis, and the current color of the Air Force uniform.

They were issued old coveralls for flying that once belonged to the men. Often, they were too big or too small. WASPs were often mistaken for truck drivers or milk delivery people and refused admittance to some officers' clubs because they were not in dresses as women were expected to be at that time.

Ferrying planes could be dangerous because the aircraft were often tagged unflyable. If there was something wrong with the plane a

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red line, a red diagonal, or a red X would appear on the forms. The red X was the most serious. WASPs had to fly these planes to "get them out of the way so they could be destroyed, or used for parts," explains Sabota. When there were "more reparable" problems, the women often flew without instruments, or with holes in the body of the aircraft. Some WASPs even reported being able to see the ground beneath their feet.

During a cross country solo flight, Sabota encountered some difficulty with her plane, the AT-6. She was over the Rocky Mountains when her propeller began to malfunction. "Here I am flying and looking over these darn mountains which are awfully sharp and awfully close, and my prop was not functioning properly. So I pushed and pulled everything I could push and pull," says Sabota. "I thought, 'I'm not going to jump, I don't like the looks of it, and besides my turquoise jewelry is in my suitcase, and I'm not leaving it!'"

Sabota seated on her plane.

Fortunately the propeller began functioning just as she thought she would have to abandon the jewelry she still treasures.

Sabota was one of the 57 who graduated out of the 100 women who entered WASP class 44-W-3.

After graduation, Sabota was stationed in Dodge City, Kansas, for B-26 co-pilot training, then sent to Laredo, Texas, for further work with bombers. Here, Sabota towed targets for both the flexible gunnery school and for the B-29 electrical guns. She also tested the B-26s after they had gone through maintenance to make sure the problems were repaired properly.

Sabota flew seven days a week, two four-hour flights a day. These flights were dangerous. "That was live ammunition they were using," says Sabota. These long shifts in the bomber were tedious and difficult. The men in the same position, however, only flew one four-hour



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Sabota and other pilots stand on top of a B-26 on their last day at Laredo.

shift every other day.

"The men were learning to fly and fire their guns at the same time. It was the first time for them to be in the air and firing. I towed the target for them to shoot at. Also, they were still perfecting the electrical guns for the B-29, which I towed targets for," says Sabota. The targets hung just 20 yards behind Sabota's aircraft.

Another task Sabota performed was to check the men who returned from overseas to insure they knew the specific procedures used at Laredo, and that they were safe operational flyers.

While Sabota was co-piloting the B-26, she remembers a male pilot who wanted nothing to do with the women pilots. He didn't want Sabota to perform any of her typical duties during the flight. "I pulled the wheels up when he told me to and then turned and looked out the window. I thought to myself, 'If you don't want me to fly or do anything, I won't do anything!'" As they continued to fly, the oil began to congeal. The male pilot didn't know what was wrong. Sabota realized the problem, but said nothing, knowing he wouldn't listen. After an emergency landing, she was thankful this flight was over.

The next day, however, she was assigned to fly with him again. She reports that he had the same attitude as the previous day. After he inspected the plane, (he wouldn't let her do it) they took off. This time, Sabota looked out the window and saw gasoline spewing from the tank on the wing. They had to take another emergency landing. "Those were two mistakes in that airplane that you do not make. We are lucky we survived one mistake, but two?"

Thirty-eight women died during active duty while the WASP program was in existence. Although they were serving the war effort, they were civilians and not given any recognition for dying for their country.

After training at Avenger Field, Sabota's flying partner, Lea Ola McDonald, was stationed in El Paso, Texas. Upon returning from a three-week leave, she was assigned to fly a Helldiver. She had plans to resign the following day in order to get married. She felt uneasy about flying in this "danger ship", according to an unfinished letter she was writing to Sabota.

Women Pilots

McDonald requested someone to fly with her, but the request was denied. When she was ready to land she hit the wrong flaps which caused the plane to dive. She called for help, but her throat mike malfunctioned, making it impossible to receive any instruction from the ground. The Helldiver went down directly above the field and McDonald did not survive. McDonald's death occurred exactly one year after Sabota's husband was killed.

"My best friend was killed in a crash, and we [the other WASPs] had to collect money to send her home," said Sabota. The women had no insurance or benefits. Many of the women pilots' personal insurance policies were dropped when they began flying for the program, leaving the women completely uninsured. WASPs had no rights to a military burial. The American flag could not be used on their coffins, and their families could not display the Gold Star symbolizing the death of a family member while serving their country.

"We were never part of the military," says Sabota. "We trained in the same way as the men, and had the same rules as a military unit would. We took our orders from the military, but we took our pay from the Civil Service."

On December 20, 1944 the WASPs were disbanded because the war was coming to an end. Sabota was still working in Laredo at the time. "It was a shock," says Sabota. "Up until that moment we got the letter, we really had hopes that we would become military and stay until the end of the war."

After disbanding, some of the WASPs wanted to fly for China with a group of Americans called the Flying Tigers, but President Truman ordered that no women could leave the country unless they worked with the armed forces or the Red Cross.

After her service with WASP, Sabota chose to work with the Red

Cross which led her to the Philippines and Germany. There, she worked in recreation centers as the administrative assistant program director. Sabota then moved to Moody, Georgia where she became a recreation center director until she retired in 1979. In 1987 she returned to the area and has lived in Millville since.

Today, almost 700 WASPs are still alive, and every two years they gather at reunions.

In 1977, the members of the WASP program finally gained the recognition they deserved when President Carter signed a bill granting them Veteran Status, 35 years after World War II ended. This classified the WASP program as equivalent to active military duty. It also allowed the eligible members to receive an official Honorable Discharge. Every WASP who was in good standing at the time the program was disbanded also received

a victory medal and an honorable service medal.

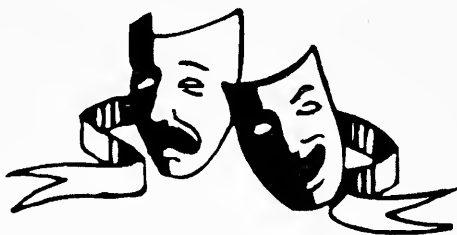
Although WASPs are now entitled to Veteran's benefits, such as GI housing, a military burial and a grave marker, Sabota believes the most important aspect of this is the recognition of the accomplishments and services the WASPs provided.

There is still debate on the appropriateness of women in combat situations but today, 99 percent of Air Force positions are open to women. For the first time in U.S. history women, are trained and available for air combat. In the navy, women pilots and flight engineers are now based on carriers, flying the same missions as the men.

WASPs did something that had never been done before, and they proved that they were capable of much more than was expected. WASPs proved they could handle the toughest planes of the time, and they are a testament that the sky is the limit. **S**


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UNSAFE
DRINKING
WATER

Spiked Springs

By Caroline Glassic

Roadside springs.

Passing motorists and neighboring residents often enjoy this free flowing water with a naïveté that Mother Earth will bring them no harm.

But five years ago, a local man died after ingesting the water that trickled down a concrete channel from which he sought refreshment. The spring water that spills down the hillside off Route 61, near Tharptown, was contaminated with fecal coliform bacteria. Although too late for this man, a sign has been posted at the site by a nearby resident warning other unsuspecting passers-by of the "unsafe drinking water."

Many springs can be spotted throughout Pennsylvania. Chances are, these springs are also "spiked."

Flowing surface and groundwater pick up contaminants, including bacteria, nitrates and pesticides which can be carried below the ground and deposited in the water table from which spring water is discharged.

Contaminants may make this Wapwallopen spring, like others in our area, much safer to look at than to drink from.

In December 1974, a sampling of water flowing from several major springs was conducted by the Pennsylvania Department of Environmental Resources (now known as the Department of Environmental Protection). "In almost all cases, the [springs] were shown to be susceptible to bacterial contamination," according to Jeff Hoover, a compliance specialist with the DEP.

Hoover said the most common type of bacteria found in the samplings was "total coliform." Though total coliform itself is not necessarily problematic, "it does indicate the likelihood of pathogenic bacteria," says Hoover. Consequently, public drinking water systems regulated by the DEP must monitor for coliform

monthly. If less than 40 samples are collected per month, no more than 1 sample can contain coliform bacteria. If 40 or more samples are collected per month, no more than 5% can contain coliform bacteria.

According to Harry Wilson, president of Wilson Testing Laboratories, Shamokin, springs which contain runoff surface water, like the spring described above, are especially susceptible to two kinds of bacteria: fecal streptococci and fecal coliform. "Although some bacteria are harmless, and some are essential for human survival, such forms of pathogenic bacteria could potentially lead to life-threatening illnesses like typhoid, cholera, severe dysentery and giardiasis," explains Wilson.



PHOTO BY CAROLINE GLASSIC

Surface water tends to draw in these contaminants from sewage, manure and other wastes. According to Wilson, "Decaying vegetation would be the source of non-fecal coliform, and fecal coliform results from human and animal waste."

The site where the spring water is discharged also contributes to the quality of the water. According to Patrick Bowling, hydrogeologist with the DEP, "Coliform bacteria will most definitely appear in springs because of a lack of soil or rock above the water table that could otherwise filter out some bacteria. Pesticides and nitrates also commonly drift down through the groundwater into the water table."

For a long time, people depended upon the filtering capabilities of the soil to protect groundwater from contamination by human activities above ground. But, springs are more likely to contain unsafe amounts of bacteria because they tap the highest level of groundwater. Groundwater within 20 feet of the surface is easily contaminated with bacteria and chemicals.

Groundwater commonly contains dissolved solids, calcium carbonate and iron. Concentrations of nitrates and chlorides can also prohibit use of water. These substances enter water by leaching from rocks as water moves through them.

Drinking water standards specify maximum concentrations of 500 milligrams per liter (mg/l) for dissolved solids, 250 mg/l for chloride, and 300 micrograms per liter (ug/l) for iron.

Land use activities largely contribute to this deterioration of ground water. Waste disposal, resource extraction, agricultural practices and urbanization are the four main groups of land activity that impact the quality of groundwater.

Despite the health risks presented by these springs, they are not regulated by the DEP. Only water supplies classified as "public water

systems" are protected by safety regulations.

A public water system is defined as a "system for the provision to the public of piped water for human consumption, if such system has at least 15 service connections or regularly serves an average of at least 25 individuals daily at least 60 days out of the year."

Public water systems are required to adhere to many rules under federal and state law. This includes setting maximum limits for chemical, bacteriological and radioactive contaminants and physical contaminants that affect odor, taste and color. Roadside springs have no safety standards.

Mother Earth and Uncle Sam are simply unable to protect people from the dangers that drift in roadside springs. Only by exercising their own precaution in advance, people will not fall victim to the spiked springs. **S**

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EXCESS REGULATION

By Pat Castellanos

Imagine being a police officer who isn't authorized to write tickets or an auto mechanic denied access to wrenches and spark plugs. Imagine accountants having to keep books according to rules made by the American Bar Association. This is the dilemma faced by nurse practitioners in Pennsylvania.

Certified Registered Nurse Practitioners (CRNPs or NPs for short) are one of several kind of Advanced Practice Nurses (APNs) who have received special training that allows them to perform duties for which most registered nurses aren't qualified.

Depending upon the laws of the state where they practice, NPs can see patients, order and interpret laboratory tests and X-rays, and perform some diagnoses.

But not in Pennsylvania.

In this commonwealth, it's not that simple. NPs don't have the power to prescribe medication or admit patients into a hospital without a physician's approval despite the fact that these are basic parts of an NP's job in 39 states in the U.S.

The nurse practitioner position was developed in 1965 at the University of Colorado to alleviate the shortage of doctors, especially in pediatrics. The nurse practitioner would serve in the gap between nurses and physicians, performing tasks that are outside the traditional scope of nursing yet don't require

all of the expertise of a physician.

Today, nurse practitioners are involved in all aspects of medical care including research and the care of pediatric, adult, and chronic patients.

"One of the most important differences to patients is the time that we can spend with them," says Sharon Haymaker, R.N., Ph.D. "The average time of a doctor's visit is six to seven minutes," says Haymaker, "we're usually with a patient from 15 to 20 minutes or longer as the patient requires."

This is particularly important in dealing with children. "We can really take the time to talk to the parents," Haymaker says. "We can explain to them why they're doing what we've asked them to do and make sure they're comfortable before they leave."

Nurse practitioners are involved in teaching nursing students, health promotion and illness prevention. But they are not involved in the decisions that will affect the future of their own profession.

With the exception of Illinois, every state allows nurse practitioners to prescribe medications that would fall within the NP's training and their scope of practice (Pediatric NPs, for instance, would not be prescribing fertility drugs). But in several of those states, the restrictions that limit this ability are so severe the NP loses almost all independence.

The restrictions aren't limited to how an NP performs medical duties. In Pennsylvania, NPs are not reimbursed directly by insurance companies, Medicare or Medicaid. Instead, the bill must go through a physician or hospital.

Nurse practitioners are trained to work with a physician but also to operate independently. An NP can work in areas that have trouble attracting full-time doctors and deal with patients who have the kind of everyday ailments that may require nothing more than a prescription of antibiotics. But this additional training is of little use if it cannot be used without a physician's approval.

According to the Alliance of Advanced Practice Nurses (AAPN), the problem stems from their regulating body. In Pennsylvania, NPs unlike nurse anesthetists or nurse midwives, are under the dual control of the Board of Nursing (BON) and the Board of Medicine (BOM).

The BON can issue regulations for NPs but they must be approved by the BOM which has been slow to grant any prescriptive freedom to APNs.

"We want the right to be self regulating," says Dr. Melinda Jenkins, an NP for 15 years and the head of the AAPN. "I came here from Missouri and when I saw the restrictions that advanced practice nurses face in Pennsylvania, it was very shocking."

The AAPN encompasses all of the advanced practice nurses in the commonwealth. Its mission is to take down the barriers that keep this group of nurses from using the full range of their training. Right now that means lobbying for a change in their regulatory body to the Board of Nursing alone.

"I know a nurse who came here from California and took a job in western Pennsylvania. She said to me, 'This is like trying to practice with one hand tied behind my back,'" says Christine Filipovich, Pennsylvania Nursing Association's Nursing Practice Administrator.

"We know for a fact that Pennsylvania is less attractive to qualified advanced practice nurses than other states," adds Filipovich. Many of the best NPs obtain dual licensing and practice in another state. Pennsylvania's border states—New York, New Jersey, and Delaware—allow greater prescriptive freedoms

and have laws which allow the NP to collect money directly.

Currently, the two boards are at an impasse. In 1994, the BOM offered NPs limited prescriptive authority. The BON initially accepted this proposal until it was circulated to NPs. They felt these regulations were too close to those which governed physician's assistants (who are unlicensed and not required to have a college degree).

Since that time, the two boards have not met. Several meetings have been set, but the BOM has canceled each time. However, new administrations for both Boards have just taken office and in March agreed to resume meetings to resolve the NP situation.

"I'm more optimistic now," Haymaker says. "I think the new head of the BOM is a little more willing to work with us. Ultimately, I hope we (NPs) can become primary health care providers here in Pennsylvania." **S**

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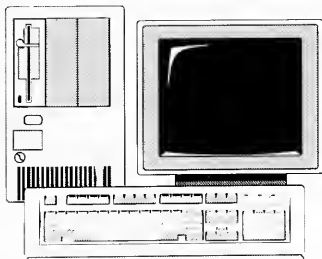
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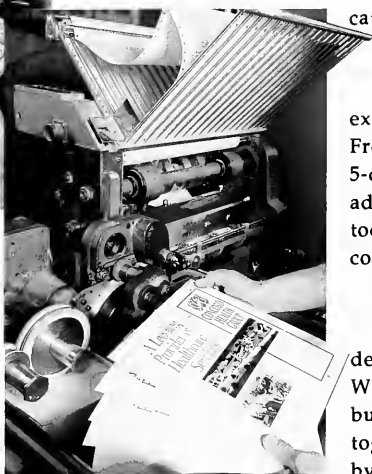


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ABC'S OF STAMPIN'

By Tammy Benscoter

When searching for that special greeting card, you have two options—spend time and money to find the perfect card or make it yourself. A handmade card can be personalized in the same time you might have spent choosing that special card, by using rubber stamps.

There are software programs that allow you to create your own greeting card. However, using rubber stamps goes one step beyond that. Not only does it create a personalized greeting card, but it gives your card a 3-D look and a handmade charm. You can also use the computer program to create a card and then add to it with rubber stamps.

This simple eight step procedure is becoming popular and requires only a few minutes to perform.

1. Choose the color and size of the card you want to send. Fold it to look like a card. Card stock and envelopes can be purchased at any office supply store or department store.
2. Determine the personality of the card recipient, and choose an appropriate stamp. With the embossing pad, apply ink to the stamp until it looks wet. Rubber stamps can be purchased at craft supply stores, department stores, or office supply stores. Many times you can find them at flea markets and fairs.
3. Place your stamp on the card stock. Do not rock the stamp, but put pressure on the design area only. Rocking the stamp will cause a blurred or incomplete design.

4. Lift the stamp and cover the inked area with embossing powder. The color of powder should suit the recipient's personality. At craft stores you can pick up the embossing powder in almost any color.

5. Over a sheet of paper, lift the card stock and tap lightly. Use a small paint brush to remove excess powder from the card. The excess powder can be returned to the canister for future use.

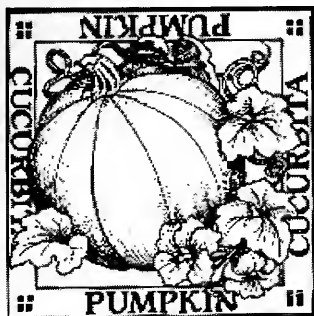
6. With a heat gun about six inches from the card surface, heat the design in a circular motion. You may hold your design near a light bulb or over a toaster instead of using a heat gun, but if you don't move the card in a circular motion, a burned spot will appear. (Hair Dryers cannot be used. They blow the powder from the paper.)

7. Color in the design area with craft markers or colored pencils. You may also choose to leave the design uncolored.

8. Repeat the stamping as desired on the card and envelope. Be creative—let it express some of your own personality.

Sayings are available on rubber stamps, but you may choose to use an embossing pen or embossing marker. These two unique tools allow you to write in your own style. The procedure is the same for the embossing.

Making any handmade project requires practice and patience. The time it takes will decrease as you become more accustomed to the procedure. Creating anything should be a fun experience. Enjoy! **S**



SUPPLIES NEEDED

- Embossing Pad/Ink
- Embossing Powder- Any Color
- Matching Card Stock and Envelope
- Heat Source
- Small Paint Brush
- Sheet of Paper
- Craft Markers or Colored Pencils
- Rubber Stamps of your choice

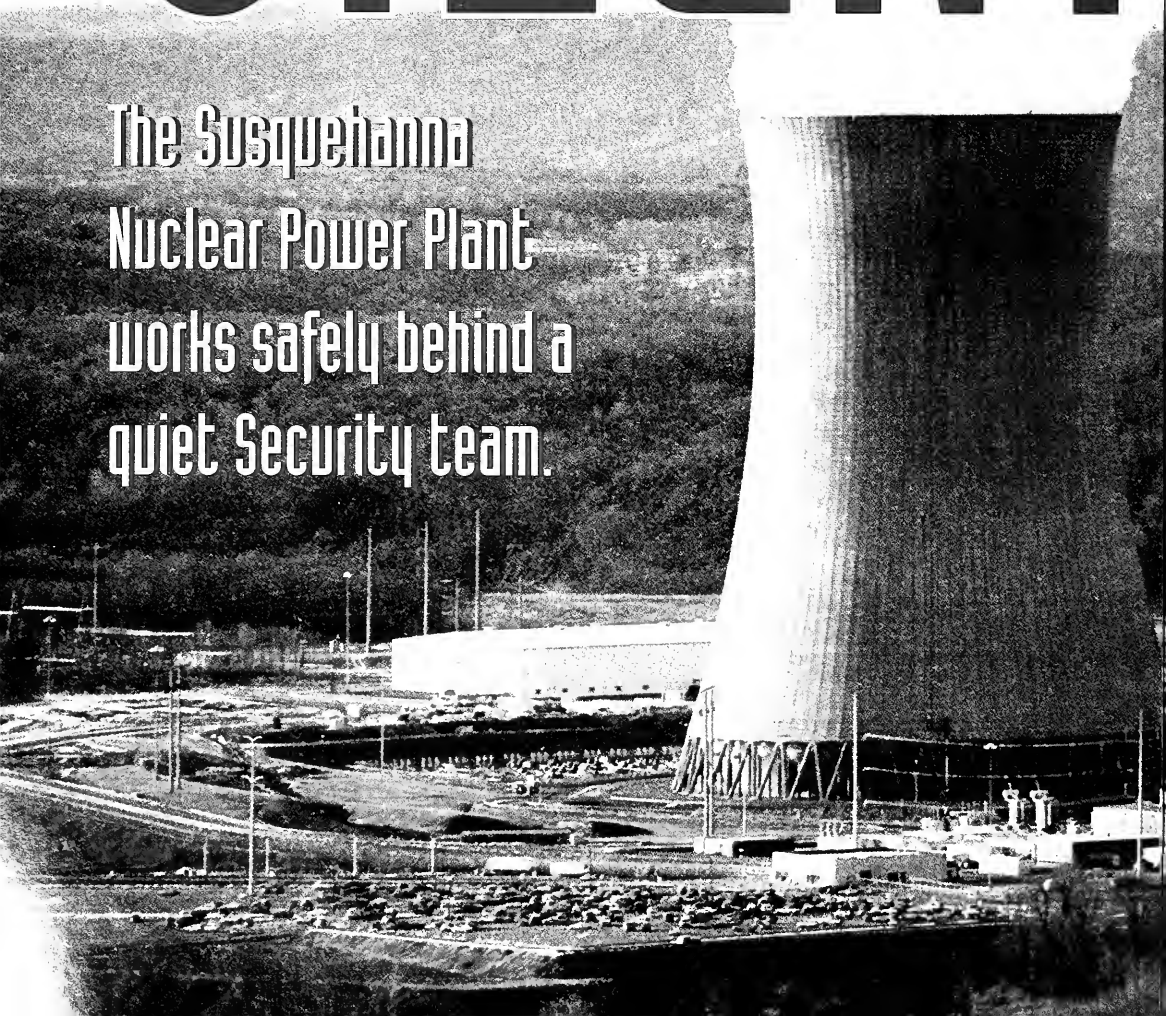


Left: The design if stamped in black ink. **Right:** The final design, embossed and colored to meet the recipient's personality.

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SILENT

The Susquehanna
Nuclear Power Plant
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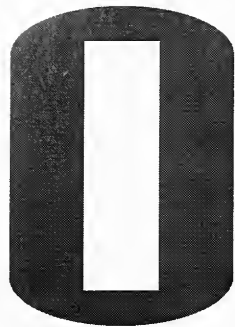


FORCE



By Mark Steinrock and Harry A. Himmel III

Photos by Michael Dubbs



ON SUNDAY, FEBRUARY 7, 1993, ABOUT 6:45 A.M., Pierce Nye's car crashed through the main gate of the Three Mile Island (TMI) Nuclear Power Station, Middletown. "We didn't know if it was a confused person or someone with evil intentions. We just didn't know," recalls Mary Wells, head of public relations at TMI. Nye hit the turbine building and hid inside for four hours until Security could find him and turn him over to the State Police.

This security breach drew attention once again to a plant that had been relatively quiet since the 1979 accident. But this time the focus was on security at all nuclear power plants. The disturbance affected a department which is primarily unseen and unheard.

Security at the PP&L Susquehanna Steam Electric Station (SSES), about five miles north of Berwick, is one of the first visible safety features. But behind the scenes lies a part of security the public doesn't see, and Security likes it that way. "We normally don't give a lot of information out about security because that's the way we do business," says Roland M. Ferentz, SSES security operations supervisor. "We keep everything very generic and very brief for the simple fact of safeguards."

Security events are "of growing concern and increasing numbers throughout the country," says Paul Gunter, director of the the Reactor Watchdog Project at the Nuclear Information and Resource Service in Washington, D.C. This rise in incidents has caused many plants to reinforce their security programs, either through mandated orders or by choice.

The 108-acre protected area at SSES, where the main reactor building and two cooling towers are located, is surrounded by two rows of barbed wire fence 20 feet apart. Motion detector devices line the area between the fences and will sound alarms if movement by anything as small as a bird is detected. The fence line and interior of the protected area is monitored by closed circuit television cameras mounted high on lattice work poles. If the plant were to lose power, an Uninterruptable Power Supply battery and diesel generator backups are available to keep these systems working.

An intruder who climbs the first fence would enter the area known as the "E-Field," a set of eight wires that sense motion or objects within the area between

the set of 8-foot fences, says Richard Gaudreau, former SSES plant security coordinator and security training supervisor. "When tripped, the field starts a camera, two videotape recorders, and the alarm. A security officer in the control booth immediately dispatches another officer and sees what is happening on his screen," Gaudreau explains.

The security officer at the scene is updated about the situation by radio. "The officer in the booth uses movable cameras to watch the action and the dispatched officer would be out of his vehicle, using it as a defense barrier in case the intruder were to fire [a weapon]," says Gaudreau. If the intruder makes it past the second fence, the officer "is going to challenge the intruder by telling him to halt, warn him that he is trespassing on private property, and if he does not remove himself, he will be removed by force," Gaudreau says.

If the perpetrator has knowledge of where to go to accomplish an objective, and "if the security officer fails to detain or capture him, then another one [officer] would be sent," Gaudreau says, noting "all of our protected areas are well covered."

Gaudreau, who was also in Air Force security prior to working for PP&L, says there are few differences between nuclear protected areas and Air Force bomb dumps. Most of the security measures are common to both private industry and armed forces. "[The training] works just as well in one as it does the other," he says.

Precautions are also taken to guard against assault by automobile. Every vehicle that enters the site, even PP&L vehicles, undergoes a thorough search by security officers, as mandated by the Nuclear Regulatory Commission (NRC) Code of Federal Regulations. Entering the first gate, the vehicle is driven onto an open grate. Security Officers check all areas of the vehicle.

Following the TMI incident, the NRC evaluated the situation and determined that they should change the

Nuclear Power Plant

design basis threat, says Ferentz. They decided that it was important for power reactor facilities to protect against vehicle penetrations. "We sent out a generic letter demanding that nuclear power plants install better gate devices," says Paul Swetland, project engineer for the SSES, working out of the NRC regional office, Williamsport. SSES responded by installing stronger secondary gates at the entrances of the plant.

Once inside the protected area, vehicles are escorted by armed security officers in mobile units who lock the steering wheel to the brake pedal, when the vehicle is parked. Because all vehicles must be searched, employees park outside the fence and walk to the plant.

The plant's 1,200 employees must go through a variety of security searches every day. Access to

the protected area is gained through one of two heavily-monitored gate houses. From the outside, these buildings look more like tourist information centers than entrances to a nuclear facility. Inside are rows of explosive detectors, metal detectors and X-Ray machines.

Security conducts a check on all visitors prior to granting them access to the plant. When a visitor arrives at the gate house, an officer compares information provided for the advance check with information on a photo I.D. People in the past have failed the check and were denied access to the plant, but they had no problems when they were informed. "They must know what's in their background that didn't allow them to go into the plant," says Elaine Panella, SSES senior public information specialist.

The last line of defense before entering the protected area is a set of locked turnstiles. Keycards

coded with information about the holder are issued to personnel, and used to unlock the turnstiles and various doors in the plant. "Personnel are allowed into certain areas based on their clearances and work activities," says Ferentz. With the keycard, the Security Data Management System (SDMS) computer controls access throughout the plant and monitors where everyone is while inside the plant, Ferentz explains.

Because keycarding is such a strictly enforced security procedure, tailgating is not permitted. "If I'm in the plant with someone who has their own keycard and we are talking and I use my keycard but the other person forgets and follows me through the open door, that's tailgating," Panella explains. If an emergency inside the plant would occur, the person who tailgated would be

Security officers check all vehicles before they are allowed to enter the protected area.



PHOTO BY MICHAEL DUBBS

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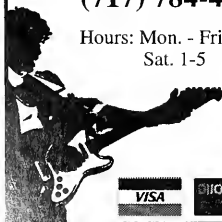
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Nuclear Power Plant

unaccounted for and a security team would be dispatched. "You just endangered a whole team of security officers in a plant emergency," says Panella. Officers train extensively to deal with such emergencies.

The NRC requires security personnel to be at least 21-years-old with a minimum of a high school diploma. The majority of security personnel at SSES now have college degrees in law enforcement or criminal justice.

To become an authorized secu-

100-yard firing range for practice.

Security personnel carry .40 caliber HK semi-automatic pistols. They are also equipped with 12-gauge shotguns and AR-15 rifles. Several 4x4 personnel carriers and armored Chevy Blazers are also used.

Gaudreau says the security team trains "on a range of scenarios, from bomb threats to hostage situations to bomb-laden vehicles. We graded our teams on how they responded to the situations."

To prevent mistakes, a reoccurring training cycle requiring 32 hours of training every five weeks



PHOTO BY MICHAEL DUBBS

rity officer, three phases of training must be completed. Phase I consists of 240 hours of combined classroom and performance training. Phases II and III require performance/observation based training including response actions, equipment familiarization and utilization, weapons qualification, crucial security task certification and outside training.

A variety of facilities are used by security for training. The off-site "White House" is where all security personnel training is conducted. The Security Annex, also located off-site, contains a physical fitness center and an area for training during inclement weather. SSES also has a

Everyone who enters the plant must pass through the gatehouse and a variety of security checks, including a bomb sniffer, metal detector, and X-ray machine.

is built into the work schedule. Personnel also go through about 300 hours of recertification/ retraining a year.

"We have a lot of procedures that we follow," says Ferentz, "and once it's in the procedures, that's what you follow." A committee is in place to make sure any procedures changed are not degraded. "There are so many approvals and reviews it goes through to make sure nothing is missed," says Barry Bechtold, security shift supervisor. PP&L also



The reinforced secondary gate is the entrance to the protected area. The gate was installed after Pierce Nye broke through the gates at TMI.

inspection. A regional assist team runs drills during a small-scale test of the organization. The Operational Safeguards Readiness Evaluation (OSRE) is a larger scale drill when special forces are used to test security. The NRC will also "come in unannounced to see how we're complying with their laws," says Ferentz. It can request any information during these routine inspections.

Beneath clouds of steam and the roar of the generators of the SSES plant lies a silence. The silence of a group that quietly plays a vital role at the largest visible symbol of power in the area. Ferentz says Security at SSES is happy to stay behind the scenes because, "sometimes a low profile is the best profile." **S**

has its auditing department that "audit programs other than what the NRC would to make sure we're up to speed," says Ferentz.

NRC personnel, augmented by engineers and special forces, con-

duct large and small-scale inspections and tests. "They cover so much material, they'll send an itinerary," Ferentz says. But little advanced notice is given so Security can't change things for the



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By Tom Venesky

ON A COLD FEBRUARY afternoon at the Sunbury Ice Rink, two hockey players fought for control of the puck. One player checked the other with a forearm to the head. Steamed, the second player responded with a slash—proving that on the ice, Amanda Hemsarh can fend for herself.

The 17-year-old Millville High School junior is the only female player in the Susquehanna Valley Ice Hockey League. "It's an unusual sport for a girl to play," says Hemsarh, "that makes it even more fun."

Most girls who play hockey join a field hockey team and leave the ice to the guys. Amanda plays field hockey as well, but her true passion is for the ice.

Everyone in Amanda's family shares her love for ice hockey. Her father, Bruce, and younger brother, Greg, also play in the league.

The Susquehanna Valley Ice Hockey League consists of eight teams. Players range in age from 14 to their 50s. Amanda is used to being the only female on the ice because all of her hockey experience has been against guys. When she was growing up, her father's friends came over to play pond hockey. "We played for four hours every Saturday and Sunday," explains Amanda.

When she was 12, she began playing organized hockey in open games at the rink. "My father and I were on opposite teams," says Amanda, "That made it really competitive."

At 15, she joined the league

and got her first experience of organized hockey. The league allowed checking and the games were more intense than the pond hockey games. Players from Hershey and even Canada came to play in this league. Everybody took the game seriously and Amanda didn't know how her teammates would react to a female playing on their team.

"I don't think there was a lot of resentment, they really didn't know what to think," says Amanda. "After they got used to it they all went out of their way to encourage me."

Teammate, Dick Laroche says that anybody willing to step out onto the ice is given a fair chance to play. "It doesn't matter if you're male or female, if you can stand on skates you can play," he says.

Although it's now a non-check-

Ice Hockey

ing league, during Amanda's first year checking was allowed. That first year was a proving ground for Amanda to show that she could handle the physical play.

"During one game the refs were letting things go and a guy hit me in the head with his forearm," says Amanda, "so I slashed him back with my stick. When he found out I was a girl he kept apologizing."

Just because Amanda is the only female doesn't make her exempt from getting hit. "When I put my hair up under my helmet the players don't even know there's a girl on the ice," says Amanda. The first time she was on the receiving end of a cheap shot she was more surprised than angry. "I thought to myself, 'What a creep, I'll get him back later.' I didn't get mad but I didn't forget it," recalls Amanda.

She doesn't let the gender issue stop her from dishing out a check to get even. "Hockey is a game of intimidation," says Laroche, "Amanda doesn't get intimidated. She doesn't back off, she'll come right back at you."

She says there is a fine line between a clean check and a cheap shot. "When we're landing solid checks that's good hockey, it makes the game faster and livens it up," she says, "But when you do flagrant things to intentionally hurt someone, like an elbow to the face, that's just wrong."

Sometimes when a team gets a big lead and has the game won, the opposing team will resort to dirty play out of frustration. "When a team is headhunting, you have to be aware of what's going on around you," says Amanda. "Sometimes it can be difficult."

Although she doesn't always need it, her teammates are more than willing to stick up for her. "One time a guy hit me, and one of my teammates whipped into him

and they dropped the gloves," recalls Amanda, "They were on each other the whole game and ended up getting kicked out."

Amanda scored her first goal during her first season in the league. The wrist shot is her best shot; however, she scores most of her goals by posting in front of the net and knocking in rebounds.

"I like to hang in front of the net and catch the goaltender out of position," says Amanda. She plays the game with an aggressive style, whether chasing loose pucks or fearlessly going into the boards. "She can handle the puck pretty good and maneuver well on her skates," says Laroche.

Hockey is a family affair for the Hemsarths. Amanda's father, Bruce, is a co-captain of the team and acts as Amanda's coach. "Ice hockey is a passion," says Bruce. Outside of the rink, the Hemsarth family operates a dairy farm with 160 cows.

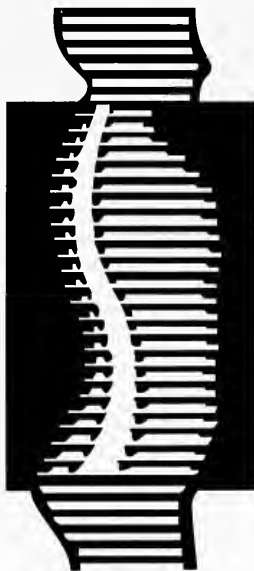
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Ice Hockey

style of play from her dad, who gives everything he has when on the ice. "Bruce sets a really good example for the kids," explains Laroche, "He is what hustle and instincts are all about."

Bruce plays on defense but is also one of the League's leading scorers. Another teammate, her brother Greg, 14, is the youngest player in the league. "We have good chemistry and play well together," says Amanda. Sometimes, Bruce moves up to center with his children on the wings to form the "Hemsarh Family Line."

Obviously, her father loves the idea of her playing in the league. "He thought it was the greatest thing since hula hoops, and my mother is like, 'That's nice dear,'" she says.

"[My father] whoops and hollers every time I score a goal and says, 'That's my girl,'" laughs Amanda.

While she might be right at home playing with the guys, there is still one inconvenience. Most ice rinks have only one locker room, so Amanda has to change in the ladies' restroom. According to Amanda three more girls are going to start playing in the league and this will make conditions in the restroom a little too crowded.

While Amanda has succeeded in the men's league, she didn't stop there. Two summers ago she attended Ice Hockey Camp at Penn State University. The week-long camp consisted of conditioning and training drills designed for high school players who want to play at the college level. Coincidentally, she was the only female there as well.

"They helped me with off-ice training such as shooting with the glideboards, and with things on the ice," she explains.

Although ice hockey is her true



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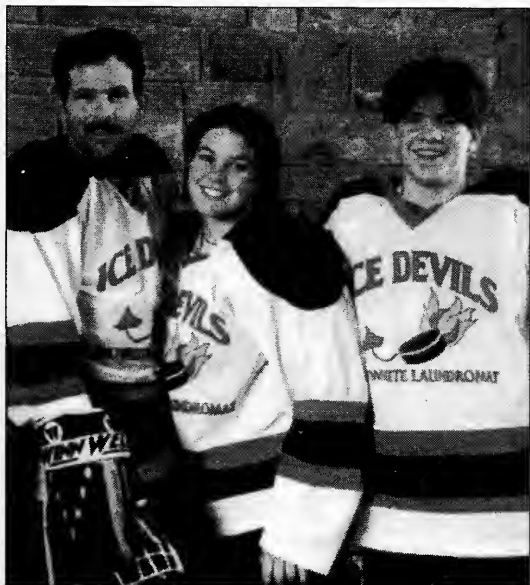


PHOTO COURTESY OF THE HEMSARTH FAMILY

Hockey is a family affair for the Hemsarths. (From the left, father Bruce, Amanda and Greg)

love, Amanda doesn't limit herself to one sport. She also plays basketball, softball, and field hockey tournaments for Millville High School. She coaches a team in the American Youth Soccer Organization with her friend Allyson Gatski.

When it comes to which type of hockey she likes better, field or ice, she can't decide. "Ice hockey helps me with field hockey by improving my hand and eye coordination," she says, "I like them both."

Although she would like to continue playing ice hockey, she says it won't be the deciding factor when she chooses a college. "I want to go to a college for academic reasons first," explains Amanda, "having never played against other girls, I really don't know how good I have to be because women's college hockey is a whole different level."

Even if she chooses a college that doesn't have a women's ice hockey team, Amanda says she won't quit playing. "I'll find a recreational league to play in. I would love to play hockey in college, but if I don't go any farther than a recreational league that's fine."

Whatever decision Amanda makes concerning her hockey future, chances are she won't be the last female from the Hemsarth family to play in the men's league. Her younger sister Erica, 9, has also started to play ice hockey on the family pond. **S**



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Bloomsburg's Betsy Ross

By Robin Weidner

BEVERLY CRAWFORD IS USED to being awakened when nearby residents begin their drunken journeys home. Because it was St. Patrick's Day, she expected it to be a little louder than usual. Crawford rolled over and went back to sleep, only to find that the next morning her hand-made decorative flag and the pole had been stolen from her front porch on Bloomsburg's Iron Street.

Crawford says this wasn't the first time something like this happened. "My husband brings the flags in every night now before we go to bed, or else people



PHOTOS BY JIMMY MAY

Beverly Crawford has made more than 100 flags in the past five years.



would steal them," she says. Although these incidents are discouraging, it doesn't stop Crawford from her favorite pastime of making flags.

She began creating flags about five years ago after she visited a craft show in New England and saw them for sale. "I thought they'd be easy enough to make," she says. They were an instant success. Since she began making flags, many local residents have nick-named her "the flag-lady."

Crawford works at Weis Markets and acts as secretary for the Bloomsburg Bowling League and the Association of Bowlers. Still she finds time to sew. At the end of the day she says she relaxes by working on her flags.

"At night when I am done washing the dishes, my husband goes in to watch television and I go upstairs to sew for the rest of the night," she says. Crawford has a special room set aside just to work on the flags. She spends about three nights on each flag, depending upon the difficulty of the pattern. Crawford can make a simple flag in as little as two hours. More complex patterns take four or five hours. She makes about 40-50 flags a year.

Crawford buys most of her patterns at craft stores, but when she can't find a specific pattern, she and Craig, her daughter Amy's husband, create their own.

"I can draw the pattern, but my son-in-law is a draftsman by trade and he helps to size them for me," Crawford says. Most of the flags she makes are 3 feet by 5 feet.

Unlike many of the nylon mass-produced flags on the market, Crawford uses a material called trigger poplin. The material is heavier than nylon and keeps the flag from blowing away when it is windy outside.

People let Crawford know when it's time for the weekly ritual of changing the flag. "They walk by my house and say we've seen that flag long enough," she says.

Because Crawford's house is at a bend in the road, the flag on her porch is the first thing many see as they drive down Iron Street to work.

One of Crawford's most recent projects was a flag for Stacy Longenberger who showed a lamb at the Bloomsburg Fair. Longenberger, who was nine at the time, won third prize for Good Housekeeping.

The previous year's flag had a picture of the pig the girl raised. "Her brother, Jeffrey, is going to show animals this year," Stacy's mother says. "The first thing he said was, 'Now, I need flags, too.'"

Crawford also makes several flags supporting local high school sports teams. She makes the flags in the school colors. The design is based on the particular sport.

One of her most popular flags is an eagle with an American flag background. The material she uses for the eagle's wing hangs down over the normal square bottom. Her rainy day flag showing a duck with galoshes and an umbrella is her favorite, says Crawford.

In the spring, she hangs flags with daffodils and pansies. Some of Crawford's other favorites include a birdhouse flag, and a sunflower growing next to a picket fence with a crow sitting on it.

"It really makes people happy and that makes me happy too," she says. **S**

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Reading Between the Lines

By Vicki Harrison

DAVE*, A MIDDLE-AGED BUSINESSMAN from Montour county, once sat down to read to his daughter. However, he lacked the necessary reading skills to even read a children's bedtime story. This was quickly pointed out to him by his preschool daughter in one simple sentence that has haunted him ever since—"Daddy, you can't read."

One-third of Pennsylvania's 12 million residents lack adequate reading skills, according to a 1994 report by the Education Testing Service. In a five county area (Columbia, Montour, Union, Snyder and Northumberland counties), 21,708 adults never finished high school beyond the ninth grade, according to Esther Ann Zabitz, coordinator of Susquehanna Valley Adult Literacy Cooperative. "It's quite possible many are functionally illiterate; someone who doesn't have enough reading and writing skills to function in today's society," says Zabitz.

A United Nations study identifies 90 million American adults as functionally illiterate, and ranks the United States 49th out of 156 nations in literacy. The National Adult Literacy Survey (NALS), administered nationwide in 1994, found 21-23 percent of the adult population functioning at reading skill Level 1, capable of performing only "brief, uncomplicated text." Another 25-28 percent of American

adults, representing 50 million people, were functioning at Level 2, involving more varied, but still quite limited reading skills. These staggering statistics become even more disturbing when coupled with the fact that many of these adults have graduated from high school.

Dave is one such individual who received a high school diploma, yet lacked adequate reading skills. "It's the most false piece of paper ever given to me," says Dave. He believes the teachers in his school knew he couldn't read, and still did not help him.

The only "help" he remembers receiving was being sat at the back of the room by an elementary school teacher so he would not have to participate, and having tests read to him by certain high school teachers. "I'd pass it [the tests] if you'd read it to me, but as far as taking a book home and reading it, I couldn't do it," recalls Dave, "and they [the teachers] knew it."

What the school didn't know, however, was that Dave's reading problems stemmed from difficulty hearing short sounds and from dyslexia, a problem only recognized and properly tested within the last few decades by the educational system. In a person suffering from dyslexia, a "switch" in the brain doesn't function properly, leading that person to see letters and numbers backwards. "It's a

switch that's not connected," explains Dave.

Although some messages may not connect properly in his mind due to dyslexia, certain messages Dave received from the high school he attended did connect. Those messages left Dave with the assumption that as long as he behaved and was involved in sports, he would get by in school regardless of whether or not he could read. Dave concedes, "I felt through my life that I was OK as long as I was participating (in sports)." Diane O'Neil, assistant coordinator of Susquehanna Valley Adult Literacy Cooperative, recognizes the personality traits Dave exemplified in school as two of three different means by which students with reading difficulties sometimes mask their problems, and in many cases slip virtually undetected through the school system.

Dave's behavioral patterns show traits of what O'Neil describes as the "model student" and the "jock." The model student is one who is well mannered who gains extra credit from teachers for good behavior that boost their otherwise unsatisfactory grades. The "jock" is a student who receives passing grades to ensure his or her involvement in extracurricular sports activities. Although Dave could not be certain that his grades were actually enhanced because of his involvement in sports, he

**Dave's real identity is not revealed because of career concerns.*

Adult Illiteracy

admits, "I think playing sports helped." O'Neil confirms, "We've had several students who say, 'I was the jock. I was above the law.'"

A third type of student is the "problem child" who exemplifies behavioral problems in order to keep reading disabilities hidden. Often, such children are pushed through the school system in an effort to dismiss their unwanted behavior.

However different these behavioral habits may be, O'Neil believes that some common threads exist between all of them, as well as in the school systems that allow these students' reading problems to remain undetected. The forms of testing often used in classrooms do little to detect reading difficulty. "Many times in school, when a test is given it is either true or false, or

it's multiple choice. So statistically you have a chance of passing that test," says O'Neil. She also believes that the survival techniques many non-readers use may also hinder educators in detecting reading problems. "Most of our non-readers have good memories," says O'Neil, "so they can listen, and when the teacher asks a question, they can respond very well."

Many non-readers are also exceptional listeners; they learn through their ability to listen in an efficient manner. "I only take in what I really need to know, because I can't remember it all," Dave says. He explains that he filters out the most important points in a conversation, so he can retain the general knowledge of a subject for later use. In fact, he says that much of the knowledge he has in his floor covering business was acquired through listening to the sales representatives who distrib-

uted his inventory. Although he did complete a certification program, he says much of the knowledge he has in his field can be attributed to good communication skills and a good memory.

John Pickin, 38, Danville, says he has also used similar survival skills to compensate for his reading deficiencies. "My other skills were so sharpened," says Pickin, "I could watch someone and just listen to them, and not be in the conversation, but know what to do and how to do it."

Gloria Phillips, 33, Mifflinburg, agrees that her ability to learn through watching others also helped her, in spite of not being able to read. Phillips is a "tactile, visual learner," according to her reading tutor, Karol Weaver, Mifflinburg. "If she sees it and is able to do it with her hands, she's able to learn it," explains Weaver, an instructor and graduate student

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at Penn State University.

Like many non-readers, Phillips describes herself as being shy in school, never forming any lasting friendships with other students because she felt like an outcast. Phillips attributes this to a low self-esteem that she believes developed from two major obstacles she faced.

She claims the first obstacle involved the education she was receiving. Phillips, who also suffers from dyslexia, was placed in a special education program after failing first grade. (She did not perform satisfactorily in kindergarten either, but was allowed to move on anyway.) In Mifflinburg school district's special education program, Phillips says that students were taught only basic skills, and never allowed to try higher levels of learning that would enable them to excel. "They just figured I had the basics and could make it in life," says Phillips.

Nevertheless, the rudimentary level of education Phillips received earned her a high school diploma but, like Dave, she also couldn't read when she graduated. Phillips blames this on not being given any incentive. "Because I thought I was just slow at learning, I kind of eased back," says Phillips, "Whatever they wanted to teach me was fine because I was not ever going to make anything of my life."

Dr. Ben Van Horn, superintendent for the Mifflinburg school district, disagrees with Phillips's opinion. "From my knowledge of the daily activities of the special education teachers, they're very diligent about challenging the students academically, and providing them with a good transition into the work place," says Van Horn.

However, Phillips says she faced an even greater problem in

school than a lack of encouragement. "What hurt me most was the kids teasing me," says Phillips. "They just thought they could torment the ones in that class because they thought we were nothing," says Phillips. She believes ridicule hindered her ability to learn even more by turning her naturally shy nature into outright withdrawal and isolation. "I had low self-esteem, and when someone would tear me down, I would get hurt more," she recalls.

Floyd Walters of Bloomsburg, principal and former reading liaison for the Lewisburg Middle School, correctly points out that education has been improving in the past 30 years, so today's special needs students are not subjected to such ridicule. "We don't pull children out of class anymore," says Walters. Instead, Walters explains, "now we have chapter teachers moving through the grades with children. They are in the room giving support to the regular classroom teacher, rather than pulling the child out." By keeping these students involved in regular classroom activities, "we've eliminated the stigma of 'Hey, you're special'," says Walters.

P.S. "Chi" Walthery, 47, Lewisburg, a former educator in New Jersey, Florida and Ohio, and former program consultant for the Association for Retarded Citizens (ARC), describes this form of education as inclusion, one of the latest trends in education where special needs students are kept in regular classroom activities. "The program can be successful if it has enough of a support team," says Walthery, "if those involved, students, teachers and parents, are educated, and if proper materials are made available." She cautions, "If these programs are implemented without proper planning they're doomed to failure, because they

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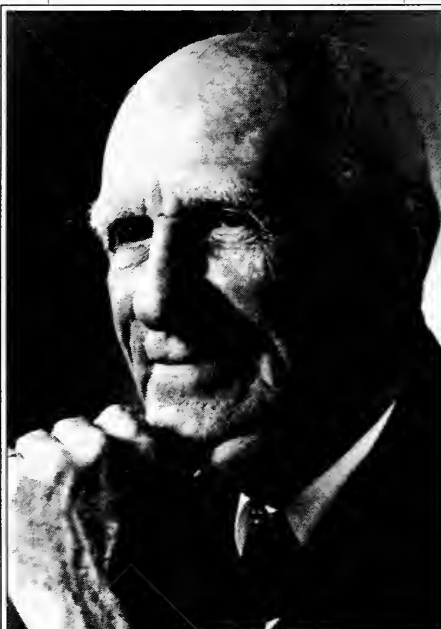
turn people off to inclusion by their errors."

Walters says that the chapter program is successful in the Lewisburg schools. He believes it offers students more one-on-one attention, and allows students to learn in developmental stages. "They don't all have to be on the same page, at the same time, in the same book," explains Walters. In this way, children are allowed to learn at their own pace, and teachers can be assured that children are grasping what is being taught. "It's a much better program for kids," says Walters, "since it's more child sensitive."

However, Walthery believes that the whole developmental process of a child's growth must be addressed. "No one is monitoring the whole development of a child," says Walthery. She explains that a teacher often deals with a child's development in whatever subject that particular teacher is teaching, and doesn't consider the rest of the child's growth. "Dedicated teachers always need to be aware of looking at a child as a complete package, rather than in isolation," says Walthery.

Perhaps this approach to teaching would aid teachers in distinguishing between students who truly have learning problems, and those that refuse to learn. By looking at the child's entire development, social and emotional problems that sometimes cause children to rebuke against an education may also be recognized. Unfortunately, even when all these factors are taken into consideration, there still are students who are disruptive, refuse to learn, and blame everyone but themselves for their failure.

However, this was not the case with Dave, who says that his ambition to learn has always existed. "My interest was there, but I couldn't put it on paper and I couldn't read it out of a book," says Dave. Although his wife is a teacher, Dave believes that learning to read is a personal responsibility he owed to himself. Therefore, he sought help on his own. Unfortunately, for



Dr. Frank Laubach
Benton native and founder of
Laubach Literacy International

many years his persistent search for help with his reading was met with disappointment.

On several different occasions, Dave sought help from reading instructors, physicians, and even former school teachers. However, in each instance he was either denied assistance, or promised help that never developed. "I always pursued this, but the only real help I got was through CSIU," recalls Dave.

That help came in the form of

Susquehanna Valley Adult Literacy Cooperative, Montandon, where volunteer tutors work with adults from Columbia, Montour, Union, Snyder, and Northumberland counties. The program, sponsored through Central Susquehanna Intermediate Unit (CSIU), was founded in 1982 by Zabitz. It offers free materials and instruction to its students through grants obtained by CSIU from the Pennsylvania Department of Education and other governmental agencies. Anyone at least 17 years old, or no longer attending high school, can seek confidential, one-on-one tutorial services from this program. Tutoring sessions take place in public settings, and at the request of the students can be arranged to take place outside of their home towns. "Most students are self-conscious about their reading deficiency so we're very accommodating," says O'Neil.

Students in the program are classified in two basic groups, Literacy and English as a Second Language (ESL). Literacy students are American-born, with low level reading skills. ESL students are individuals born outside of the United States who are interested in improving their English language skills.

In 1996, 312 students enrolled in the program. Of 196 literacy students, 50 were high school graduates. "We have a lot of students who are high school graduates who come to us on a second grade level," says O'Neil. These statistics sound only too familiar to Phillips, Pickin, and Dave, who all received high school diplomas, yet lacked the necessary reading skills to even read them.

More startling is the case of Robert Berkheimer, 58, Danville,

Adult Illiteracy

who attended high school until the tenth grade, but didn't even know his alphabet when he left.

Suffering from an acute speech problem, Berkheimer, like Phillips, was placed in a special education program. However, he did not receive even the rudimentary skills that she did. "I really didn't know anything," says Berkheimer, "I didn't know my ABC's, I knew nothing."

Fortunately, Berkheimer lived on a farm, and his father taught him the vocation, often keeping him home from school to do so. "I wasn't learning anything in school, so my Dad kept me home to help him on the farm," says Berkheimer. Although this practice is not encouraged in today's educational system, in Berkheimer's case, it helped him get a job on the dairy farm at Danville State Hospital where he worked for 17 years. Once the dairy was closed,

he moved to a job in the hospital's garage delivering food until his retirement after almost 36 years of service.

Today, Berkheimer has followed in the footsteps of Phillips, Pickin and Dave to find help with his reading problems from Susquehanna Valley Adult Literacy Cooperative. However, the four have opposing opinions on the school systems that failed to provide them with adequate reading skills.

Phillips, Berkheimer, and Dave believe the educational system let them down when it came to teaching them to read. In contrast, Pickin believes that the school district he attended attempted to help him with his reading problems. "The schools, all the way through, helped me as much as they could," he explains. Unfortunately, along with Phillips and Dave, Pickin's dyslexia is a disorder in which proper educational testing did not

exist until after he left school.

Walters believes that today's school systems are better equipped to recognize the causes of learning disadvantages in children, such as dyslexia and attention deficit disorder. During his 30 years as an educator, Walters says, "I have seen our professional ability develop to identify more problems."

Regardless of improvements in education, Dave believes the educational system is too preoccupied with having good records, and often gets them at the expense of adequate educating. "It [the preoccupation of schools with good standing records] is out there," says Dave, "and the only way I can say it's out there is because my wife teaches."

However, some school districts may be trying to overcome this preoccupation by initiating programs that promote literacy. For instance, in the Warrior Run school district students are offered incen-

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Adult Illiteracy

tives to read through reading contests, in which special needs students are encouraged to participate in as well. "Through our library, we have reading contests for all reading levels to promote literacy," says Sarah Kowalski, principal at Warrior Run High School.

John Klusman, Bloomsburg High School principal, says that special needs students are given tutoring for classes that require a lot of reading, and are assisted by instructors when tests are given. Because of these types of assistance, Klusman says, "Every student graduating from here is literate to one degree or another, but there are some students who have lower levels of literacy [due to learning disadvantages]."

Unfortunately, support for programs aimed at reducing adult illiteracy is not properly promoted. Therefore, illiteracy's link to such social and economic concerns as unemployment, crime, poverty and domestic problems remains unchanged. The U.S. loses over \$225 billion a year in productivity due to illiteracy. Almost \$5 billion a year is spent on welfare and unemployment because of illiteracy. "People have to learn to read, or we're going to become a two-tier society," says O'Neil.

In spite of these statistics, government support often fails to provide adequate funding for programs aimed at reducing the illiteracy problem. O'Neil concedes that educational resources change because of politics. "There's been a big push in government to reduce funding for adult education," says Zabitz.

Gov. Tom Ridge's proposed budget for this year calls for only a three percent increase in funding for adult education, which includes adult literacy, according to Chris

Corbe, spokesperson for the Pennsylvania Department of Education. She adds that funding is targeted towards adults with the most educational need. "In general, both state and federal funding is to be used for the most uneducated or undereducated adults," says Corbe. She adds, "The objective is to have the services tailored to each individual adult's needs." However, as a whole, adult literacy students need community support as well, according to Corbe. "Communities have to understand and respond to the literacy needs within their own specific areas to structure quality programs for adults who have insufficient literacy skills," says Corbe.

However, more governmental resources are necessary to provide training to localized programs like Susquehanna Valley Adult Literacy Cooperative, and aid in the development of new materials, according to Kirk Shisler, director of fund development for Laubach Literacy International. Shisler adds, "Local funding is needed to expand the outreach work of local literacy programs which recruit and train volunteer tutors, and then match tutors with students who need help."

To ensure that government funding continues, adult literacy students have formed an organization that lobbies on behalf of the literacy campaign. "The lobbying is an outgrowth of organizing students on behalf of themselves," says Zabitz. "The biggest advocates are the adult students themselves," she adds, "and that's how it should be."

One of these student advocates is Pickin who, after helping himself learn to read with the aid of the literacy program, has gone on to help others through lobbying. "A lot of times, I'll take a couple of days and go to Washington, D.C., to lobby so

that senators and representatives don't think that everyone who can't read is a skid row bum who's never going to learn how to do anything else," says Pickin.

Certainly, it was not "skid row bums" that Benton native Dr. Frank C. Laubach envisioned when he embarked on a worldwide literacy campaign in the early part of this century. While working as a missionary with the Moro tribe in the Philippine province of Lanao, Laubach developed his one-to-one teaching method, and mastered the idea of using phonetics as the core for teaching people to read. After funding was discontinued, Laubach found that the Moros who had learned to read were teaching others. Laubach's "Each one, teach one" motto formed from this discovery, and led Laubach to expand his literacy campaign around the globe in his 40 years of service.

Founded in 1955, Laubach Literacy International presently sponsors 900 local literacy programs in the United States, and an additional 33 programs in other countries. One such program is Susquehanna Valley Adult Literacy Cooperative, where volunteer tutors donated 7,936 hours to teaching others to read in 1996. "They are the backbone of our group," says O'Neil of the program's tutors. Many housewives have become tutors, says O'Neil, but it is the former students who become tutors that she is most proud of.

Dave is one of these former students, who embodies the "Each one, teach one" motto, by being a tutor to illiterate adults. By overcoming his reading deficiencies, perhaps Dave can finally lay to rest those tell-tale words his daughter once spoke, and replace them with the new affirmation— "Daddy, you *can* read." **S**

COLUMBIA COUNTY'S MEN OF IRON

IT'S HARD TO IMAGINE A TIME when mules pulled men up and down a canal built next to the Susquehanna. However, that was the case on May 7, 1861, when the Rolling Wave, a canal boat owned by William T. Coleman, departed from Bloomsburg's Port Noble, carrying all 77 men of the Iron Guards from Columbia County. Their destination was Camp Curtin, Harrisburg.

The Iron Guards organized themselves within a week after the fall of Fort Sumter and formed three volunteer companies to fight in the Civil War.

The Iron Guards were named after the iron industry in Bloomsburg at the time. The men wore uniforms paid for by local citizens who donated \$1,500 to the cause in just a few days. They were trained by Capt. William T. Ricketts, who had spent time at West Point.

Armed with supplies and a small cornet band, the Iron Guards set out for Camp Curtin where other Pennsylvania volunteers were gathering. A number of citizens accompanied the volunteers on their trip.

Lt. Charles B. Brockway commented on the mood of the men in a letter he wrote home a few days later: "It was not regret for what we had done that saddened our thoughts, but the reflection that some and perhaps all of us were bidding final *adieux* to weeping friends and that many of us were beholding the spires of Bloomsburg for the last time."

His letter also documented the trip to Camp Curtin in detail. Along the way they stopped at the Catawissa Bridge to greet the many people who assembled. They also docked at Danville and Northumberland where citizens gathered to send them on their way.

As the cornet band played, some volunteers retired to their beds of straw strewn along the bottom of the boat and others slept on the deck. Just about the time things began to calm down and the realities of war began to enter the men's thoughts, the Rolling Wave reached Selinsgrove. Although it was the middle of the night, a brass band

greeted them, and a barrel of tar was burned so that people could see the volunteers' boat passing by.

Many of those people provided the party with milk, bread and supplies.

When the Iron Guards arrived in Harrisburg the next afternoon, the governor, legislature, and various military men pronounced the company the best drilled and equipped that had come to Harrisburg. Because of their prior training with Ricketts, the Iron Guards were given responsibilities equivalent of the military police.

The Iron Guards went on to serve an extensive three-year tour of the South. They fought at the battles of Bull Run, Gettysburg, Antietam, and Fredericksburg.

On June 16, 1864, the men returned home to a repast (or picnic) the town of Bloomsburg organized on the court house lawn. They honored the soldiers who returned and remembered the 14 who died and 27 were wounded. **S**

—George Turner

Abridged by Robin Weidner from War Letters from Soldiers and Citizens of Columbia County, Pennsylvania. Edited by George Turner, Published by The Columbia County Historical Society, 1996.

(Photo above: Lt. Charles B. Brockway)



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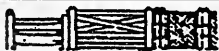
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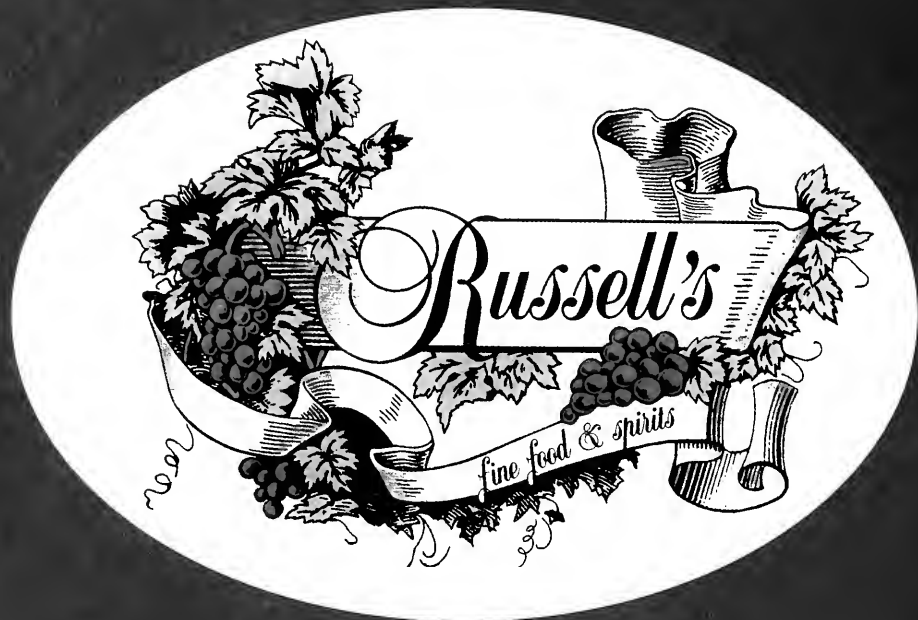
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Behind the Lines

With digital photography, scanners, and computers, seeing may not be believing, and a picture may be worth far more than a thousand words.

Stephanie Kreamer, a junior at Bloomberg University and *Spectrum's* art director, created this issue's cover—and none of it exists, except in her fertile imagination and creative soul.

The road and tree exist, but in a different form in Hemlock Twp. It was a photograph taken in the early Fall by Loraine Letkiewicz. Stephanie added snow and ice and overlaid it with a background texture to winterize it. The leaf in the upper right corner was brought into the magazine production lab, placed into a scanner and digitized.

The vase exists, but it never held the roses. In fact, there aren't even six roses. Stephanie scanned one rose into the computer, then manipulated its image to give the illusion there were six different roses, each a different color.

Then, she added the type. The final cover is a compilation of 15 separate overlapping layers.

The result is a work of art, done not on canvas, but on screen, reflective of the season and of our centerspread story about roses in winter.

It's just one of the many stories in this issue. Enjoy them.
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Cover Design by
Stephanie Kreamer

BINGO!



Markers, boards, and good luck charms are all part of BINGO at the Catawissa Fire Hall.

by Heather Williams

Ever played a "bull in the ring" or a "postage stamp" at "happy hour"? Ever pay \$60 to play these games? If not, then you're probably not aware these are popular games on BINGO nights.

Many people regard the ages-old game as a tradition at birthday parties or fairs, unaware that some local BINGO halls attract nearly 700 people weekly. Many of these BINGO nights are held at local churches or fire stations.

A player can win several ways, including the traditional "straight BINGO" by covering five numbers in a straight line. The "postage stamp" covers four numbers in each corner of the card and "bull in the ring" is won by covering the squares around the center or "free" space.

BINGO games range from \$15 to \$60 a night, depending on the color of the card a player chooses. The Moose Lodge in Bloomsburg charges \$25 to \$100 for packages ranging from 30 to 90 games respectively.

"We all pretty much know each other, and it's always a good time," says Annette Cooper, Danville, who has been playing at the Washington Fire Company (Washies) in Danville every Wednesday night for 25 years.

"It can really add up," says Cooper, "but there are also cash prizes over \$200."

BINGO involves more than simply showing up to play the game. Many of the players carry canvas BINGO bags, hold numerous multi-colored "dabbers" to mark the numbers called and tote plastic figurines for good luck.

"You must have an elephant," says Cooper, "they are lucky."

According to the players at the Washies, the BINGO games are considered small, averaging about 100 people a night.

Many local halls attract over 400 people a night, playing "high-tech games" that utilize a television screen to show the numbers called.

"That's nice, but it really takes the fun out of it," Cooper says. "It's not the original game."

The game of BINGO, first recorded in 1778, was originally an English children's game called "Lotto." The earliest American form, called "Keno" or "Kino," dates from the early nineteenth century. The game gradually won recognition as "Beano," "Lucky," "Radio," or "Fortune."

It reached the height of its popu-

larity during the Great Depression. The game then became known as "Screeno" and was played in movie theatres. One night of the week patrons received free BINGO cards with their admission tickets, then tried their luck at winning cash and prizes worth hundreds of dollars.

Today, players can win \$1,000 in one game known as "The Jackpot" at places like the Moose Lodge.

"We pay out \$2,300 to \$2,400 a night," says James Sorber, Bloomsburg, who runs the games on Sunday and Monday nights. Sorber, a retired postal worker, has been playing at the Lodge since it reopened for BINGO nights in 1983.

"BINGO is what keeps this place running," he says. The average person spends close to \$40 a night, according to Sorber. The profits go to the American Legion and charity organizations such as Bloomsburg's Easter Egg Hunt.

The majority of the players attend BINGO nights regularly and know each other well enough to joke around.

"People like to yell things to the caller and some of the women will fold papers and throw them on stage," he says.

But the jackpot still creates the most excitement. "The people really get into it when they are playing for the thousand dollars," Sorber says. **S**

Photos by Joan Helfer



On the Ice

by Steven Kleinfelter and Tom Venesky

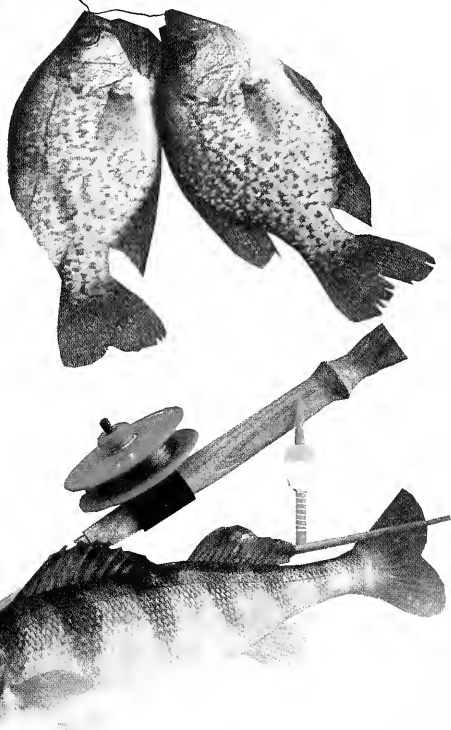
Although the temperature may be below freezing, winter can be a hot time for fishing.

Ice fishing requires little angling skill and is a great outdoor activity for the whole family. The equipment is basic, easy to find and inexpensive. The necessary tools are a tipup, a jigging pole, an awl, an ice scoop, and either a manually operated or gasoline-powered auger.

The auger is used to drill a hole in the ice. A manually operated auger is less expensive; however, a gasoline-powered auger saves time and energy. No matter what type, according to Pennsylvania Fish and Boat Commission regulation, the hole may not exceed 10 inches in diameter. Once the hole is drilled, the scoop is used to remove loose ice from the hole. It is important to keep the hole free of ice to prevent sharp pieces from cutting the fishing line.

After the hole is cleared, the baited line can be dropped. There are two types of setups that can be used to work the hole. A tipup is a reel of line mounted on a tripod that stands over the hole. The line is baited and lowered to the proper depth and a signal flag is attached to a catch. When a fish bites, the flag is released and pops up.

The other type of pole is a jigging pole, a short rod about two or three feet long. The pole is baited with a minnow or small jig and worked up and down every few minutes to attract fish. Many anglers choose both types of setups. According to Fish Commission rules, an angler may



**Photos by
Tim Flanigan**

use a maximum of five devices and no more than two jigging poles.

The awl is a wooden device that is worn around an angler's neck. If an angler falls through the ice, they can break the awl into separate parts revealing a spike at each end. The spikes are placed into the ice, giving grips to the anglers so they can pull themselves out of the water.

"I also strongly recommend that ice fishermen wear a personal floatation device," says Mark Pisko, Columbia County Waterways Conservation officer.

Pisko also recommends ice fishermen test opacity of ice to see how strong it is. Clear ice is stronger than cloudy ice because it's newer.

"Always go with a buddy," says Frank Cann, assistant regional supervisor for the Pennsylvania Fish and Boat Commission's northern headquarters in Sweet Valley. "Stay away from docks, rocks, dams and stumps."

Factors underneath the ice can also dictate how safe it is. Rotting vegetation and large schools of fish generate

heat that can melt the ice from the bottom.

"People often overestimate the thickness of the ice," says Pisko. "I've seen guys walking on ice so thin that every time they step down, the water seeps through their auger holes."

In Columbia and Montour counties, Pisko recommends Briar Creek Lake, north of Berwick; and Lake Chillasquaque in the Montour County Preserve.

Briar Creek Lake offers good opportunities for panfish and trout. The lake is stocked with trout in October, November, and February. The October and November stockings are part of the fall stocking program. Many of the trout from these months will be left over for the winter season. The February stocking is part of the Late Winter-Extended Season program started by the commission two years ago.

Trout is in season at Briar Creek Lake until March 31. The limit is three daily with a minimum size of seven inches. Along with a fishing license, a trout stamp is required.

Photo below: A tipup and a jigging rod are two devices winter anglers can use to catch their limits. Gas powered augers make drilling holes in ice a breeze. (See photo on right.)



Although Lake Chillasquaque is not stocked with trout, Pisko says there are good opportunities for panfish, bass, and northern pike. Lake Chillasquaque is owned by Pennsylvania Power and Light, but managed by the Fish Commission, and is unique because a section of it is set aside as a refuge.

"The refuge portion of the lake is only for ice fishing," says Kevin Drewencki, land management superintendent for the preserve. He says the lake is a great place to bring children because it holds an abundance of panfish. "We want to keep the lake as a family fishery. We improve the panfish habitat by putting out porcupine reefs every year." Porcupine reefs are structures made of wood and block that provide shelter for panfish. In order to fish there a permit must be obtained from PP&L. Permits are free, and can be obtained by calling 437-3131.

Ice fishing is a great way to overcome cabin fever for many outdoor enthusiasts during the winter months. Just remember to be safe, have fun and stay warm. **S**



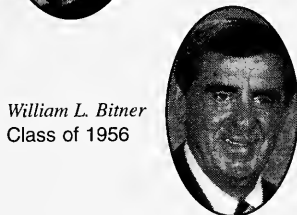
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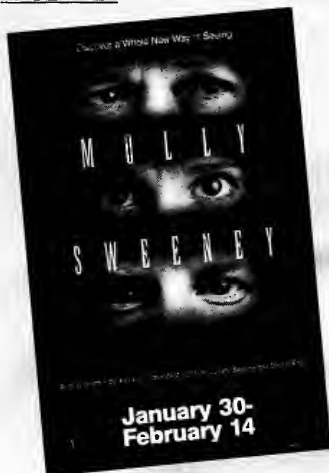
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Shedding New Light

Keeping 'at Risk' Students in School

by Steven Kleinfelter

Discipline problems, poor attendance records and academic underachievement usually buy students trips to the principal's office. In the six school districts of Columbia County, students get a trip to "the shed."

"The shed," the better known synonym for the alternative education program, is designed for students who can't deal with the structure of a regular classroom environment, says Donna Lee, teacher at the Columbia-Montour Alternative School. She explains that the nickname originated because of the trailer that housed the program, which previously sat beside Crispin Field in Berwick. This year the trailer has been replaced by a building with four classrooms, each with a capacity of 10 students. There is also an office, a common area and a student store.

"A large portion of the kids have failed and were held back a year or so," says Lee. The program began about 10 years ago when the Central Susquehanna Intermediate Unit (CSIU) took over an alternative education program that had been run by Union and Snyder counties, says Kathy Bohinski, director of educational initiative at the CSIU.

The faculty of four teachers and one teacher's aide keeps a maximum enrollment of 40 students. Participants are considered "at risk" of dropping out of school. They often have problems with school attendance, academic work and conduct.

For this reason, students are required to sign a contract of 19 rules. Students are also under another contract from the home school.

"The home school keeps a contract of why they are here," says Lee. They must abide by that contract. If a student is referred to the alternative education program for attendance problems and the problem continues, the student is brought

back to the home school to be re-evaluated to find a more appropriate solution. Lee explains two unwritten rules she also advocates. "Show your intelligence, not your ignorance," says Lee. And, students must "use their manners."

Doug Wolf, 17, Bloomsburg, a third-year student of the alternative education program, says that although the students are "stigmatized," he

***"Show your
intelligence,
not your
ignorance."***

believes that alternative education has helped him. Wolf says he asked to move to the program three years ago.

"I was in with the wrong crowd. I really don't want to go back [to my home school], but I guess I have to. I never felt like I could go up to any of my teachers [at Bloomsburg High School]. Here I can go to just about any," says Wolf. "I talk to people from Bloom and they're like 'you go to that shed school' and I'm like 'no, man, everybody down there tries hard. Everyone here is smart.' It's like being in a family." Wolf hopes to go to college after he graduates.

Providing structure and stability is one of the ways the program is effective. "Many of these kids come from broken homes or have no real family structure," Lee says.

"People think these kids are bad," says Bohinski. "Some have done bad, but some come from situations that they were never taught right from wrong."

Students benefit from the predictability of the school.

Photo by Karyn Ganderberger



Levy Whitesell, 14, Berwick; Doug Wolf, 17, Bloomsburg; and Andy Sweigert, 16, Millville (left to right) benefit from instruction on computers, one of the many individualized programs at the alternative school in Berwick.

Alternative Education School

They know what to expect and it's a safe environment for them, Lee says.

"I think it's better than my old school," says Andy Sweigert, 16, Millville. "It's not as bad as people think it is. It's like a normal school, just smaller."

The goals for the students of the program are to improve academic skills, respond to situations with appropriate behavior, make informed decisions about their goals and accept responsibility for their actions. These goals are met through the behavior modification program.

Students reach higher "levels," says Lee. Through correct behavior students can earn days that turn into weeks that eventually become levels. Each level is designed to keep behavior on track. These levels become privileges. For instance, students have to be on a certain level to eat in "open" lunch with the other students.

They also work at different educational levels. Students start at a certain level and proceed at their own pace, says Wolf. He points out the math lessons for example.

"Everyone starts at book one," says Wolf. "They move to book four, and then they go to the hard book."

Each student's program is different, according to Tom Muchler, Intermediate Unit supervisor. Some of the activities done at the alternative education room cannot be done in a regular school setting.

The program has been in place since August 1986, says Ray Boccardi, a teacher at the alternative school who began teaching there two months after it opened.

The school day at the alternative school is slightly modified. Students take the bus from the home school to the Columbia Montour Area Vocational Technical School. They then get on a bus provided by the Berwick school district to transport them to the alternative education building.

"The morning is our free time," says Levi Whitesell, 14, a second year student from the Berwick school district. "We have that until 9:00, then we start our lessons." During their free time, students work with computers, or take part in games like chess or football.

"We do self-esteem work, getting along with others and team building activities," says Muchler. "We also have to deal with the baggage the student brings with them."

Students are also required to do community service projects. Lee explains that students used to be involved with the Red Cross. They are now involved with putting plastic bags over parking meters in the winter for free parking and taking Halloween decorations to retirement homes. Lee says students participate in 10 to 15 hours of community service a year.

"Once you feel like you've reached your level you can go back," says Wolf.

The goal is to return the student to the home school for

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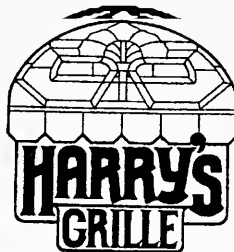
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Alternative Education School

graduation. "We had seven graduating seniors last year," says Boccardi. "If they hadn't been here they would have quit school or failed."

Joanna Honse, Berwick, a former student of the alternative education program, agrees. After graduating in 1992 she attended Penn State University, Hazleton. She has since transferred to Bloomsburg University.

Honse believes the alternative education program is important to prevent dropouts.

"High school is tough. There is a lot of pressure to conform, and peers can be very judgmental," says Honse. "The alternative education school provided me a second chance at education in a smaller, more supportive atmosphere. I doubt that I would be where I am today without their support."

Both the school district and the alternative education program help students try to get back on track. Parker says that students graduate from their own high school, not the alternative education program.

Lee explains that students are usually involved in the program for two or three years. The program accepts students from 13 to 19 years old.

For those who do not plan to enter college, the alternative education program gives students the skills to go on

One of the benefits of the alternative school is smaller class size. Donna Lee, one of the four teachers at the school, instructs Andy Sweigert.



Photo by Karyn Ganderberger

to succeed at work. The program has between an 80 and 90 percent success rate, according to Boccardi.

"It's rewarding when I'm out in the community and run into a former student who is doing well, doing something they enjoy and they aren't a burden on society," says Boccardi.

The teachers are the strength of the system, according to Honse.

"I think about the teachers all the time," says Honse. "They mean so much to me." S



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Bent Feather of the Flock

Dealing with Attention Deficit Disorder

by Karyn Gandenberger

My parents left me behind at the Little Big Horn Monument Park in Montana when I was eight years old. I had been distracted by an Indian chief while the rest of my brothers and sisters raced to the souvenir shop.

When my parents returned to the park several hours later, they scolded me severely. "How can you be so stupid? Why can't you pay attention and stay with the family? Why do you always act like your head is in a cloud?"

I tested above average in aptitude tests, placing in the "high" group. I managed to get good grades until homework assignments became more frequent. My report cards had the same teacher remarks every marking period: I talked too much and out of turn; I was a daydreamer and didn't pay attention in class; I jumped ahead instead of following along with the rest of the class; I was fidgety and could not sit still.

I tried to be good, I didn't think I was being bad, but I just couldn't stop talking and thinking.

The cookie-cutter society of the 1960s didn't consider that my problems stemmed from anything other than disobedience. My teachers, parents and siblings soon learned to tune me out. I was frequently left behind or simply left out because I was often distracted and forgetful.

Today, more is known about the brain than ever before, and new names have been coined to identify diseases and disorders that have been around a long time under various labels.

Attention Deficit Disorder (ADD) is not a new disorder. Dr. Edward M. Hallowell, a psychiatrist who suffers

from ADD states, "As long ago as the 1940s, the term 'minimal brain damage syndrome' was used to describe symptoms similar to what we now call ADD." When people ask him where ADD has been all these years, he responds, "It has been in classrooms and offices and homes all over the world, right under our noses all along, only it has been called by different names: laziness, stupidity, rottenness, and worthlessness."

For decades, children with ADD have been shamed, beaten, punished and humiliated. They have been told they suffer from a deficit of motivation and effort.

The sudden popularity of ADD has caused many people not to believe its existence, considering it a "flavor-of-the-month" disease. They feel this diagnosis has become a catch all excuse clothed in neurological, scientific language for any inappropriate behavior. Scientists rightly get upset when extravagant claims are published. Among these many myths is that up to 25 percent of our population suffers ADD.

When my son started to display symptoms, I was afraid he had inherited my personality flaw. The frustration and guilt I felt because of his restless, inattentive and impulsive behavior was overwhelming.

I had never heard of ADD until he was about 10, when I read about it in an article in a newspaper. It listed eight or nine symptoms for ADD, and it was as if reading the teacher's comments from my son's and my own report cards. I could not believe how

closely these symptoms coincided with what I was experiencing.

He was diagnosed as having a learning disability at the age of 12. High IQ can mask or delay the diag-



nosis because the child is able to keep up with work in the classrooms. ADHD, or Attention Deficit with Hyperactivity Disorder includes

abnormal, hyperactive behavior, and is considered a subgroup of ADD. My son did not display any hyperactivity, which many people mistakenly believe is always present with ADD. When we contacted his school, the administration was reluctant to provide any material. What little they had was extremely out of date. I found a support group which directed me to Dr. Danny Waldrop, a pediatrician at Geisinger Medical Center. We began a long and tedious series of tests, that took over a year to complete, but we wanted to make sure that we were not blaming a disease instead of being responsible parents.

Dr. Alice J. Sheflin Zal, a family physician who specializes in ADD, explains that the testing process, if done properly, involves input from teachers, counselors, parents, and other relatives. This is accomplished by having them fill out a detailed questionnaire regarding the child's attention span and behavior. These questionnaires ask the respondent to indicate the degree to which the child displays the patterns of

behavior that are considered markers for ADD.

It took three months for the school to respond, and another month before the questionnaires were completed. The responses from several of his teachers were wildly different from other teachers and from our own.

These same teachers told us that he needed stronger discipline and accused us of "babying" him. Their uncooperative attitude continued throughout seventh grade and at times we felt they

were sabotaging our efforts to identify and treat his problem.

The next step in the process included a physical exam with blood work. This ruled out other possible physical problems. This is essential because thyroid disease and other disorders can mimic symptoms of ADD. The test results came back normal, so we made an appointment for the next step in the diagnostic process.

A neuropsychological battery was given which included standard written tests that measure memory, logic, impulsivity and ability to organize complex tasks. Impulsive behavior included not thinking before acting; saying things before thinking about appropriateness.

Dr. Hallowell says that score alone does not tell the whole story; the tester needs to watch the client to determine whether he or she becomes easily distracted. He says, "We even include a simple motor test that measures how quickly a person can tap their finger. (Patients with ADD are very good at this; depressed patients are not.)

Treatment of ADD must be multifaceted and includes educating the individual and his or her family,

friends, and teachers about the disorder, making lifestyle changes to become more structured, coaching, therapy and social training, and in some cases, medication.

Medication is beneficial in about 80 percent of ADD cases, working like a pair of eye glasses for the brain, enhancing and sharpening mental focus. These drugs include stimulants like Ritalin, antidepressants like Tofranil and Elavil, and some high-blood pressure medicines like Catapres.

These medications work, according to Dr. Hallowell, by influencing levels of key neurotransmitters which helps the brain inhibit extraneous stimuli, both external and internal. This allows the mind to focus more effectively.

Ritalin was used for a short time with my son, but we decided to emphasize a more structured and controlled atmosphere to help him remember to do his chores, homework, etc.

The medicine helped, but the method the schools used to dispense prescribed medications made him feel singled out for ridicule. Comments from teachers did not help his self-perception either. One teacher remarked to him that all he needed to do was "pull himself up by the bootstraps," which he didn't understand. The only help the school offered for students diagnosed with ADD or ADHD was to give them an assignment sheet. They had to write down their assignments and have the teacher initial them for each class. However, the teachers did not allow a few extra minutes before class was over in order to accomplish this, so if my son did get the assignments initiated, he would be late for his next class.

The faculty was uninformed and ill-equipped to deal with children experiencing the types of problems my son faced every day. He would get further and further behind on his homework until he would feel overwhelmed and just give up.

When I asked what it felt like when he was diagnosed with ADD, he simply replied, "Relieved." For him, it meant a clean slate, a chance at a fresh start.

The major obstacle was the local school district and the lack of cooperation we face every school year. Many of the teachers are willing to accommodate us, but have a heavy class load, or face a lack of reference material and lack of support from the administration and counseling services. These factors hinder efforts to create an environment conducive to learning for students who are diag-

"As long ago as the 1940s, the term 'minimal brain damage syndrome' was used to describe symptoms similar to what we now call ADD."

How Common Is

This Diagnosis?

Between 3 to 8 percent of school age children are affected.

Statistically 3 to 4 boys are diagnosed with ADD for every girl.

Many females display a different constellation of difficulties and may therefore go undetected.

Over half of the children diagnosed with ADD will continue to have problems through adolescence and adulthood.

Most people with ADD have average or above average intelligence ability.

Runs in the families - if a child has it, then there is a greater chance a parent may have the disorder

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Attention Deficit Disorder

nosed with ADD.

The diagnosis and treatment of ADD is just one example of the many syndromes of the brain we must learn to address without scorn or hidden moral judgment.

Children and adults who suffer from ADD can learn how to cope, be productive, and start to rebuild their self-esteem, but they need public support and understanding to be successful.

The chief gave me an Indian name while I was waiting for my parents to return for me at the Little Big Horn Monument Park. He called me "Bent Feather," and told me it meant that I was different that I "stuck out" from the rest of the flock.

I learned to use this difference to my advantage and have been success-

ful at getting attention in unusual ways. I have been in a western movie filmed at Knott's Berry Farm in California, led Guy Lombardo's band at the New York World's Fair, and met the Smothers Brothers at Graumann's Chinese Theater in Hollywood.

*When I asked what it
felt like when he was
diagnosed with ADD, he
simply replied,
"Relieved."*

Today, I am a full-time student at Bloomsburg University. Recently, I was induct-

ed into the Honor Soc-iety for non-traditional students. In order to perform at my peak, I must adhere to a strict schedule, which forces me to remain focused. I know my success has made an impact on my son. A recent assignment required him to interview someone he admired and respected and write a biography about that person. My son chose me. S

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Rose '76

Rob Dillon Carries A 122 Year



Story by Caroline Glassic and Karyn Gandenberger

Photos by Joan Helfer and Caroline Glassic



Petalier

ar Rose-Growing Tradition

When the winter air whirls at night in Bloomsburg, a familiar patch of light shines above the greenhouses at Dillon Floral Corp., marking the ground where roses bloom year round. Those roses wouldn't brighten Bloomsburg's days and nights had it not been for John Lloyd Dillon's bright ideas in 1875.

Dillon, founder of Dillon's, built his first greenhouse on land he rented from his father after learning of the consumer need of vegetables in the area. The greenhouse was 20 feet by 60 feet and first housed lettuce plants which grew all winter at a lower cost than hot beds. Dillon built the greenhouse on cement which led to greater efficiency and productivity, there-by helping him to expand the company.

In 1879, he bought 10 acres of land on Normal Hill, where Bloomsburg University now lies. There, he built what was originally named the Normal Hill Greenhouses. By 1914, the business expanded to 15 greenhouses with 100,000 square feet under glass on Fifth Street.

In the mid-1890's, vegetables, Dillon's valued greenhouse crop, were soon accompanied by roses when he introduced steam to heat the greenhouses using a furnace and boiler. Others had considered his idea to be a worthless experiment, yet Dillon became the first person in the country to successfully use

steam to heat a greenhouse. He capitalized on this idea and began growing roses year-round.

With this spark of ingenuity, Dillon contributed to what is today the largest rose producer in the state and one of the few remaining rose growers in the nation as well as the largest *Alstroemeria* grower on the east coast.

Currently its main crop, approximately 2.8 million roses are sold yearly. "For Valentine's Day, about a quarter of a million roses are distributed," says Rob Dillon, president of Dillon's.

Dillon has inherited his great-grandfather's renaissance spirit and introduced some of today's advanced horticultural technology and flower-growing mediums to the company in order to maintain a competitive edge.

One such implementation was the high-pressure sodium lights which induce photosynthesis, thereby yielding more roses in the winter.

"Roses can have light 24 hours a day. They just keep growing," says Dillon. Over 100 lights are connected to the glass ceilings of the greenhouses with 1,000-watt bulbs in each.

Dillon's has also instituted some new growing mediums which are an experimental concept in the rose industry. The traditional substrate, perlite and peat moss has recently been met with two more productive substrates, including rockwool and coconut byproduct.

"They have just discovered roses love to grow in coconut," says Dillon. Coconut byproduct bears a biodegradable property, whereas rockwool absorbs water especially well and efficiently controls the nutrient supply to the roses.

Dillon's greenhouses also feature "environmental computers" which control temperature, humidity, light, and carbon dioxide.

These advancements demonstrate not only Dillon's long-held

innovative business nature, but also their response to the current rose supply that now extends overseas due to international trade policies begun in the mid-1970s.

In America, the rose market has shrunk to 40 percent because of rose production in foreign countries closer to the equator where the climate is highly conducive to rose growth. In South America, Colombian growers produce a rose crop at nearly one fifth the cost of domestic markets and export them to America.



According to Dillon, "Labor costs less in a day than it does for us in an hour." Labor is the largest expense for Dillon's, and heating the greenhouse comes second.

While Dillon's may identify this as an unfair loss, South American countries, such as Colombia and Ecuador, suffer a loss in the quality of their roses during the passage overseas. Inspection conducted by U.S. customs and the USDA adversely affects the quality, as does the drawn-out and disruptive shipping process which the roses must endure.

Home-grown *Alstroemeria* is another promising flower for the company because of the poor quality of *Alstroemeria* flowers grown overseas.

"Our *Alstroemeria* are more open, have longer laterals with more flowers and thicker stems," says Dillon.

According to Dillon, the flower-growing business has been shifting to the equator for the past decade where the environment provides a warm welcome, so Dillon's has been shifting to flowers that don't ship well in response.

Carnations and pom pons are among the flowers that Dillon's has discontinued.

Though trade policies have not been in their favor, Dillon's has persisted. "We are more interested in quality and customer retention," says Dillon.

This continual philosophy and their innovative business practices have assured their existence in the flower industry. **S**

Walt Deitrick checks roses to be certain of their high quality.



[REDACTED]

To all the people who think the press goes too far sometimes, consider the alternative.

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'Til Violence Do Us Part

Clothesline Project Raises Awareness about Domestic Violence

Story and Photos by Vicki Harrison

A makeshift clothesline, stretching across "The Mall" in Washington, D.C., at a Women's Rights rally a couple of years ago displayed a host of brightly colored shirts. In spite of the vibrancy of the shirts, a simple white, cotton T-shirt stood out from the rest. The only bright color on this shirt was red—blood red, to be precise.

Nicole Brown Simpson was the owner of the shirt. As part of a nationwide Clothesline Project that continues today, this shirt gruesomely depicts the horrors of violence against women. In fact, every shirt that hangs from one of these clotheslines is a first-hand account of abuse made by either a survivor of violence or by someone who cares for that person.

Sylvia Costa, educational coordinator of the Bloomsburg Women's Center, explains that the shirts are decorated to represent a particular woman's experience and color coded to define the type of abuse that each woman experienced. For instance, Costa's is a yellow T-shirt, signifying that she has been battered or assaulted and reads, "You said you were sorry again and again and again, now I am free."

Other colors signify different categories of women who have experienced different types of violence. For example, a white shirt, like that of Nicole Brown Simpson's, represents a woman who has died from violence. Other color codes include red, pink, or orange for women who have been raped or sexually assaulted blue or green represents women survivors of incest or childhood sexual abuse and purple or lavender for women attacked because of their sexual orien-

tation. Other shirts included in the Clothesline Project are decorated by children—the consequent victims of violence against women.

"The T-shirts make a statement," says Kathlene Russell, executive director of the Bloomsburg Women's Center and survivor of domestic violence. "They're therapeutic for the women and children who have experienced violence in their lives." Russell explains that victims often need to tell their story in order to heal.

Both crimes of sexual assault and domestic violence are silent crimes, and in both cases the community is uncomfortable by the presence of victims," says Russell. This often deters women from speaking out about the violence they are experiencing, but the Clothesline Project allows them to do so in a non-judgmental atmosphere.

The various colored shirts also testify to the harsh reality that violence against

women comes in many forms, ranging from domestic violence, rape, molestation, and violent acts of discrimination. "It's a dramatic presentation that makes us pause and think about the tremendous toll that crimes of domestic violence, sexual assault and violence against women take on lives," says Russell.

The 1992 U.S. Senate Judiciary Committee report recognized violence as the primary public health risk to adult women in the United States. It proved to be more common than automobile accidents, muggings and can-

cer deaths combined. Each year, about four million women are victims of severe assault by boyfriends and husbands; about one in four women is expected to be abused by a partner in her lifetime, according to a 1993 American Medical Association study. The Senate Judiciary hearings revealed that one million women every year require medical attention for injuries sustained by spousal abuse. Other sources suggest that about 2,000 women die each year as a direct result of battering.

Yet, women stay in these abusive relationships, and subject themselves to the possibility of becoming one of the 2,000 who die with nothing to show for their lives but a white shirt hanging on a Clothesline Project. While some of the other colored shirts represent women who have no control over the violence they have been sub-

"The question shouldn't be why does she stay. The question should be why won't he let her go,"

jected to, women who allow themselves to stay in abusive relationships are often seen as having the control to avoid the violence they're experiencing. However, control is the very chains that hold them captive to their abuser.

"Who has the power? Who is the one who needs to be in control within that relationship or that family?" asks Costa. "It's usually the male who has that dominance," she says.

But she's quick to point out that not all men abuse women. "There are some wonderful men out there who do not batter," says Costa, "but the ones who do, do so because they want to maintain power and control."

This need for power and control



The Women's Center Clothesline Project is a graphic depiction of violence in society. About one-fourth of all American women will be abused by a boyfriend or husband.

has stemmed from a history of sexist values and viewpoints. "A batterer will tend to buy into that sexist mentality," says Costa.

The character profile of an abuser often includes acts of jealousy. Quite often, this characteristic will crop up in teen relationships, according to Costa. Unfortunately, this common predecessor of abuse may go undetected. "A lot of students equate jealousy with love, and I think that's a real naive thing females tend to do," says Costa.

It is from these character flaws of controlling jealousy that a continuum of violence can progress. "We know that violence will escalate over time and become more frequent," says Costa. What may start out as a push, shove, poke or slap may advance to punching, choking and the use of weapons over time.

However, these violent acts usually develop over a long period of time, with emotional abuse throughout the progression. "It just doesn't start out where they are a wonderful couple and he just hits her one day," says Costa, "There's going to be something going on as emotional abuse."

Although some who emotionally abuse do not physically abuse, many times the emotional battery will lead to physical violence at one point or another. Victims have the most diffi-

culty recovering from emotional abuse.

"It leaves scars here and here," says Costa, pointing to her head and heart.

Emotional abuse is what breeds mental control over women and, thus, causes them to stay in these violent situations. "The number one reason why they stay is fear and threats," says Costa. These threats can be toward their own lives or toward their children, she says. "The abuser will use threats like, 'If you leave, I'll take the kids away from you,' or 'You won't get a penny, everything's in my name. You won't get the house, you'll have nothing.'"

Women often stay in an abusive relationship out of desperation and fear that are products of the abuser's control over them. In fact, the mental control that an abuser has over his victim has been equated with the same type of mental manipulation used to break down prisoners of war, according to Costa.

"We think of POWs as incredibly strong people who are held against their will, and constantly subjected to mind games and physical abuse," says Russell. "Well, that's what we've been through."

Although no physical bars held her captive, her abuser used intimidation to hold her "prisoner," Russell

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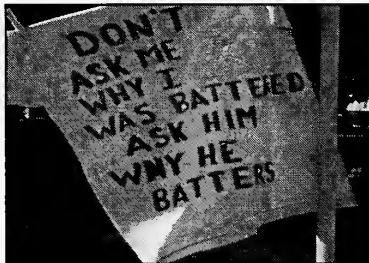
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Domestic Violence

says. "He weakened my defenses so he didn't have to worry about me trying to escape." Under such extreme mental control, women tend to have a distorted view of reality.

A 37-year-old Berwick woman, married 18 years with three children, says she won't leave her husband in spite of being abused. "When he isn't drinking," she says, "when he isn't bone tired from work, he's the sweetest guy I know."

She says he cares for her and treats her and the children well. "He's got all those pressures, so much of that f***ing bulls**t, he just dumps on me," she says. "It don't happen a lot. now and then. Maybe once a week. It's OK. He takes care of me and the kids."



Russel explains that living with an abuser is like looking at the world through yellow sunglasses. "Everything's a little bit distorted and not exactly the same," says Russell. "That's how reality looks to a victim all the time, living in that sort of distorted world where normal actions don't have normal reactions."

The abnormal reactions of the abuser lead to domestic violence, not the actions of the victims as society is sometimes led to believe.

"The question shouldn't be why does she stay. The question should be why won't he let her go," says Costa. Perhaps we as a society need to put the blame where blame belongs, on the offender not the victim.

As one T-shirt hanging on a Clothesline Project suggested, "Don't ask me why I was battered, ask him why he batters." s

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slips out of bed and lights the day's
first cigarette.

She looks in the mirror at "I love you"
written in purple blotches on her face,
but no tears fall.

She knows that today she's going to fly,
pack her clothes in a suitcase and drive;
maybe California,
maybe Chicago,
or Baltimore.

It doesn't matter as long as she's gone;
because she's free now,
free to go.

They both promised 'til death do us
part,

but that was before he started to hit.

Now the promise is broken
along with her cheek,
and tomorrow she'll be gone
with only a short letter goodbye
left on the kitchen table

beside the flowers he gave her,
and sealed with tape instead of a kiss.

(Lyrics by Steven Kleinfelter)

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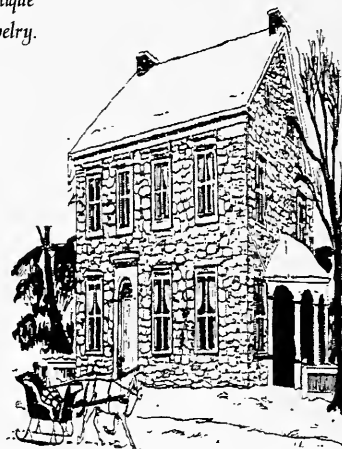
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Walk Like a Man



Dad never took the time to teach me much about life. I guess he assumed that I would just pick up things as we went along. I did get one thing distinctly: “Don’t marry a redhead.” (I didn’t.)

He didn’t need to tell me that men need to work. Mom got him up five days a week at 4 a.m., fed him some oatmeal and sent him off. He’d come back twelve hours later, tired and grumpy. He didn’t talk about it much, but when he did I could tell he didn’t like it (“*I stand there all day, sweat running like a creek down the crack of my ass and for what?*”).

Dad sometimes said, “I could’ve been a brain surgeon,” referencing his short-lived term in school. He said he got straight A’s until eighth grade when his father pulled him out to work the farm.

In all the years I’ve known my dad, however, he never did anything to improve his situation. I brought home information about G.E.D. testing, but he wasn’t interested. He doesn’t read anything these days but the paper and word-search puzzles. I guess he lost something somewhere along the line, or something was taken from him. I’m not sure which.

I learned that the man is the boss of the family and his wife and kids are supposed to *listen*.

Mom was soft-spoken and submissive and responded to disrespect from him respectfully. I remember him saying to me, “You don’t listen. You’re just like your mother.”

If a man’s wife makes him angry, she should be put in her place. If she does something dumb, she should certainly be told about it. Don’t be afraid to make fun of her in front of other people, tell her she’s fat, and when

you’re out with her, tell the waitresses things like, “people think she’s my mother.”

He taught me it’s fine to insult her dignity by leering at sensual women and pointing them out to your young son when driving around. Men need wives who are good cooks, who don’t yell back and who don’t require explanations. The man’s responsibility to his wife is to provide for her. Her responsibilities encompass all else.

A man’s role with the children, I gathered, is to keep them in line. One time, I forgot to push his desk chair back in after sitting on it. I was on the floor fitting a bunch of building blocks together into a structure I was going to give him. After working on it for over half an hour, I watched it fly to bits in my hands. In the center of the pile of plastic was a shoe. It was dad’s. I looked up. He was leaning forward in his chair. “I told you to push that chair back when you were done,” he said.

He taught me to watch television at least four hours a night and not to talk with the family about anything of value. He taught me to steal the pay TV channels, as long as I didn’t get caught; to read dirty joke books; to watch sexy movies; to blow off going to church; and to put my hope for financial gain in a lotto jackpot.

I learned that men don’t need to pray with their family, to talk to them about spirituality or of eternal value. He showed me that men only need to follow their conscience as long as it is convenient and does not make them uncomfortable. If a lie is necessary to keep oneself out of a jam, then it is expected.

I learned that men need to instill their children a sense of worth. He did

this one day while I was helping him in his garage. My brothers are all much older than me; I was Mom’s last grasp for motherhood. Her other sons were out of the house before she was out of her thirties.

Dad explained his family planning to me when I was too young to understand. He said in no uncertain terms, “Your mom wanted you. I didn’t. I was done havin’ kids.” He told me that when I was seven or eight. He was sitting on something in his garage, looking me right in the eye. I didn’t understand it at the time. I hope it made him feel better to tell me that.

Another time when I was still a child, he said, “you’re a yellow-belly. You’re never gonna amount to nothin’. You know that? Huh? You know that?”

I believe that was when I began to despise him. It wasn’t the times he spanked me or yelled at me. Those times have all been forgotten. Again and again those words would come back to me, not always consciously, but would efface themselves as I lived my life questioning my value and doubting my worth and ability.

It was Mom who gave me spiritual guidance, Mom who taught me to pray, taught me to fear God. (I once asked Dad to pray at supper and he

yelled at me.) Mom encouraged me, showed interest in me, showed me she loved me. She went overboard, actually, to make up for my father's near-tyranny, and let me get away with being very undisciplined. But I learned more about being a man, about being a good man, from Mom.

Men inherit from their fathers a perception of manhood.

My most shocking lesson came late, after all the others, after I'd moved out, been married, divorced and was living on my own with my child. I spoke to one of my brothers and he told me a little about my grandfather, my father's father, a man I never knew. As he spoke about the father of my father, I saw where Dad learned about masculinity.

I had to admit, my father was a better man than his dad. He had grown. He had moved on. But not far enough. My brother said, "you can't blame Dad. He did the best he could." Maybe one day I'll agree, but today I don't. Today I say, "Bullshit. He could have done better. He could have been a better dad."

Men inherit from their fathers a perception of manhood; all men are accountable for what they pass off as "manhood" to the young men around them. Many men I know are giving their boys a model of masculinity that hinges on a respect for God, women and people of any color. Men are building in their boys the moral and emotional strength to be strong and courageous and yet compassionate and caring.

My dad wasn't all bad and I don't mean to shame him. He was often pleasant and hugged me a few times. He's helped me out, and he does care about me. I know that. I know he loves me. But his inheritance from his father choked his genuine feelings of love and compassion, and molded him into the man I've described. It takes nothing less than a spiritual regeneration, Winter-1998

as I've experienced, to shake off the emotional chains strung around us by an unbalanced parent.

I remember looking at Dad one day not too long ago and thinking, "I am more than you." It was a proud thought; I didn't like it, but it kept coming: "I'm more mature, more strong, more moral, more intelligent, more man, than you are." I thought,

"I want a new Dad. I want a man I can look up to, whose behavior and mind I can look at and say, I want to be like him. I want to be assertive like that. I want to be strong like that. I want to live right and pure and honest like that."

I've been looking. Good men are hard to find.

[EDITOR'S NOTE: The author of this article, a freshman at Bloomsburg University, asked that his name not be published. The editors verified the information and agreed to allow the writer to remain anonymous.] S

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Dying in Bloomsburg

by Jim Seip

Robert Littlewood leans over his desk like he's done for the past 20 years. He is surrounded by four-inch square boxes mounted on the wall that hold the culmination of weeks of work. He straightens his back and points to a box that contains a lump of yellow fibers. "I bet you can't tell me what that's going to be used for," he says confidently.

After he waits a few moments, he reveals that this handful of fibers will eventually be processed into paint rollers.

Littlewood then examines the rest of the boxes around him while he moves and points indiscriminately from one box to another.

"This will be fake fur that will end up in apparel," he says. Each box of colored fibers has a destination — yarn, carpet, stockings for professional sports, scarves, sweaters, bath mats, coats and filters. Littlewood points to a pile of florescent yellow fibers. He isn't certain what the fibers will be used for, but he believes they'll eventually end up in children's toys.

According to family legend, Littlewood's great-great-grandfather founded G.J. Littlewood and Son in 1863 in Wissahickon, Philadelphia. One of the company's first commissions was dying uniforms during the

Civil War. Like any good businessman, G.J. Littlewood dyed both blue and gray uniforms.

In 1869, G.J. Littlewood moved his business a short distance to Manayunk, Philadelphia. The company is now one of the few private, family-owned, commissioned, rawstocked, textile dye houses in the country.

"It's been the family's bread and butter," Littlewood says. The company expanded

its operation to Bloomsburg in September 1976, when it leased the old Magee Carpet Co. dye house.

Bob Littlewood moved to the area 10 months later, although he's been working for his family's company much longer than 21 years. The same company his great-great-grandfather started in the 1860s has shaped his life since high school.

He began working in the Manayunk plant when he was a 16-year-old high school student. After graduation he went to a textile school for two years while he continued to



Workers at G.J. Littlewood & Son remove dyed fibers from kettles and prepare the fiber for drying. The fibers will eventually appear in clothes and toys.

work at the plant.

"All my knowledge started as a kid working with men all old enough to be my grandfather," he says. "It's a highly technical job, but I'm not a technician. I'm a dyer, colorist and plant manager."

After watching his uncles who are both in their 70s, and his grandfather continue to work at the company long after that "retire" Littlewood remarks, "Once you get it in your blood, and it's been in your blood your whole life, you stay around the company until your legs physically can't carry you around anymore."

"We do a unique thing here,"

Robert Littlewood checks samples of fibers in his office at the G.J. Littlewood & Son Dye company, Bloomsburg.



Dying in Bloomsburg

"We do a unique thing here," Littlewood says. "Most people could never imagine how it's done or the bulk of material we dye. The trick is to take a 50 to 100 gram sample of a shade from the lab, and turn that into 1,000 pounds of colored fiber."

Littlewood estimates the company in Bloomsburg has the potential to dye 60,000 to 100,000 pounds of fiber a week.

"We can match any shade and dye any fiber," he says.

Most of the dyes' formulations are created by a computer in Manayunk, then sent to Bloomsburg where the company reformulates the computer's output to compensate for large production machines.

The fibers are carefully matched to a desired shade and then the fibers are dried, rebaled and shipped to the specific company where they can be manufactured into a product.

Littlewood walks through his plant and explains each piece of machinery and the entire process. He recites the large quantity of fibers that can be dyed in one machine and lists the amount of each type of fiber usually dyed.

Then he turns around quickly in an attempt to assure anyone who will listen, "It's not rocket science. The nuts and bolts of the operation is machinery. It's water, steam, temperature and pigment.

"We dyed a major percentage of the black requirement for Woolrich. You also hear of dyed fiber that ends up being manufactured for L.L. Bean, Timberland, Wigwam and Eddie Bauer," Littlewood adds.

Helping create a brand-name product is considered a great accomplishment to some people, but the whole process means a little more when you know that you're one of a number of Littlewoods still working in the family business -- five generations after it started as a small operation along the Schuylkill River. S

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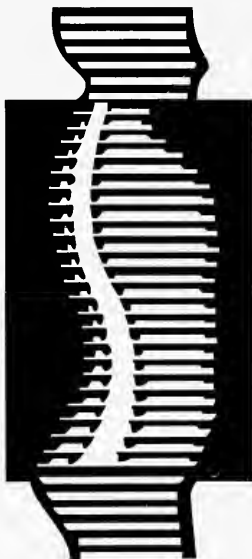


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The Tracks of History

A Look at the Development of Local Railroads

by Tammy Benscoter

Although no passenger trains cross Columbia County, at one time the county was the hub of a large transportation industry, with as many as a dozen passenger trains making stops daily.

The first Pennsylvania railroad was proposed in 1822 by Christian Brobst, Catawissa, but it was not authorized until 1831. The first rail stretched from Port Clinton, through Catawissa, and arrived at Milton. Brobst, however, died before its completion.

In 1833, a 15-ton locomotive arrived from England, although the track that was to carry it had not been laid. It was kept in Tamaqua until the Catawissa, Williamsport, and Erie

Railroad Company took control of the operation. After financial trouble in 1838, the company completed the rail in 1854.

The Catawissa group purchased the railroad in 1860. Sixty-three miles of track transversed three tunnels and eight bridges and trestles. Running from Port Clinton to Rupert, it covered 30 miles.

Railroad repair shops opened in Catawissa in 1864. Previously, repairs to trains were done in Tamaqua.

By 1871, the Catawissa Railroad was extended from Milton to Williamsport. It became part of the Pennsylvania and Reading the following year.

In 1857, the Lackawanna and Bloomsburg Railroad was completed to Rupert, and was eventually con-

nected at Catawissa. In 1858, it brought the first train to Bloomsburg, and in 1860 to Northumberland. However, in 1881, the Lackawanna took over the railroad.

The North and West Branch Railroad was built from Catawissa to Wilkes-Barre about the same time. It ran its first passenger train in 1882, and by 1886 was under the control of the Pennsylvania Railroad system.

The Bloomsburg and Sullivan Railroad was completed in 1888. It ran along Fishing Creek and ended in Jamison City. In Bloomsburg it met the Delaware, Lackawanna, and Western (D.L.&W.) Railroad.

The increase of automobile sales reduced the need of passenger trains. The Bloomsburg and Sullivan made its last run in 1926. One year later, the



Ten cabooses that Walt Gosciminski has restored to their natural color are currently on display at the Catawissa Train Station.

photos by Karyn Gandenberger





Once owned by Berwick Forge and Fabrication, this engine is used by Walt Gosciminski at "Whistle Stop" in Catawissa to reposition the cabooses on the railroad tracks he has rebuilt for his display.

freight trains also stopped running.

After being sold to the Reading Railroad at a sheriff's sale in 1930, the Bloomsburg and Sullivan ran again. However, by 1969 both passenger and freight services again ceased.

The tracks of the Bloomsburg and Sullivan were removed in 1971; in 1981, the tracks in Catawissa followed.

In 1979, Walt Gosciminski, Catawissa, purchased the old Catawissa train station in an attempt to preserve some of the local history.

"I was raised between both the Pennsy and Reading lines," says Gosciminski. "The tracks were only a block apart from each other. At that time, it was nothing to see trains four times a day."

Today, Gosciminski has ten

restored railroad cabooses and a museum at the Catawissa station. Since 1996, 400 feet of tracks have been laid. He hopes to complete tracks from Catawissa to Rupert, about 1.1 miles.

Few trains run through the area today. Those that do are freight trains, pulling only a few cars, serving local businesses. As trains are forgotten, Gosciminski is trying to capture and preserve their nostalgia. Ironically, he is doing so in the same place that Christian Brobst first proposed his idea. **S**

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Forks Train Station

About 1907, Rush Harrison purchased a plot of land to start a store. Soon after, the store opened, the postal service moved into the store and Harrison became the new postmaster.

When telephone service arrived in 1908, Harrison became the promoter, stockholder, director and secretary of the company. Harrison also published the *FORKS BULLETIN!*, a small pamphlet he began in 1911 that he circulated to customers.

Neil Harrison took over the responsibilities after the death of his father in 1919. A second store opened in 1935. However, when the trains

stopped in 1971, so did a portion of the sales brought by the passengers. Shortly after, the store closed.

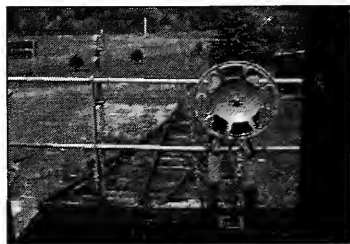
In 1979, Emma Harrison Burrus, daughter of Rush Harrison, wrote *The Life and Times of a Country Merchant*, the detailed story of the family business that gained its success from the railroad that ran close by.

In 1980, fire struck the store, sparked by electrical wiring, and gutted the inside. The empty railroad bed has since grown full with grass, just like tracks throughout most of the county.

The memories of the past are also

vivid for Jean Harrison Hile, daughter of Neil Harrison. She is the current owner of both the Forks train station and the Harrison store located beside the station. Both buildings remain standing, although today they are used for storage.

photos by Karyn Gandenberger



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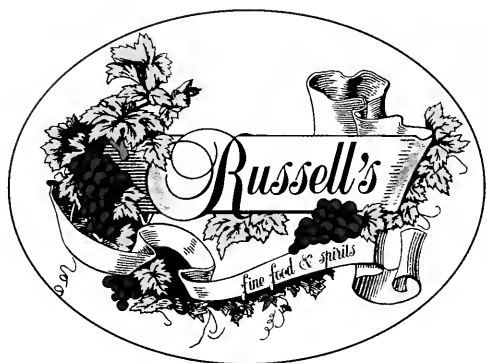
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